ED 296 063 AA 001 179

Resources in Education (RIE). Volume 23, Number 12.
Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 296 077 CE 050 216

Banks, John
School-Industry Links. Working Document. European Community Action Programme. Transition of Young People from Education to Adult and Working Life.
IFAPLAN, Brussels (Belgium). Programme Information Office.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
REPORT NO.- 17WD87EN
PUB DATE- Jun 87
NOTE- 62p.; For other reports in this series, see CE 050 115, CE 050 117, and CE 050 213-219.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; *Career Guidance; Demonstration Programs; Developed Nations; *Education Work Relationship; Foreign Countries; Industry; *School Business Relationship; Secondary Education; Vocational Education; *Work Experience Programs; Youth Programs
IDENTIFIERS- *European Community

This report is about recent steps undertaken at national and other levels to help schools in the countries of the European Community develop links with industry or the economic world. It draws particularly on examples from the 30 pilot projects that formed part of the European Community's second program on young people's transition from education to adult and working life. Part I examines why links are important. The main purpose is to analyze what use schools (and firms) make of links and what support is needed at local levels to make best use of them. Part II describes the way links contribute to four important functions of schools and education systems: the provision of guidance, the school curriculum, the provision of inservice training for teachers, and the school's role and image in its local community. Part III illustrates how school-industry linking gives rise to new linking structures or services at the local level. Descriptions are provided of various kinds of links as they are used in pilot projects in different countries. Part IV presents a set of recommendations for the successful development of school-industry links in the future. Appendixes include descriptions of transition programs for youth in Germany, United Kingdom, Netherlands, Italy, and Denmark, and a list of contacts for all pilot projects mentioned in the text. (YLB)

ED 296 090 CE 050 286

Quality Assurance. Summary Report of a Project to Develop and Evaluate a Quality Assurance Package. FEU/PICKUP Project Report.

Further Education Unit, London (England).

REPORT NO.- ISBN-1-85338-048-2
PUB DATE- 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Vocational Education; *Corporate Education; *Curriculum Development; Developed Nations; *Employer Employee Relationship; Foreign Countries; Improvement Programs; Industrial Training; *Inplant Programs; On the Job Training; *Quality Control
IDENTIFIERS- *United Kingdom

A curriculum development project began with a market survey to investigate the demand for training in quality assurance (QA). The project objective was to develop a final study program that would cater to a broad range of employees, from operative to senior management; enable employees to appreciate their potential role within a QA system; and have a flexible method of presentation. In response to survey results, a curriculum package was developed that was intended for on-site training, had a target audience of employees from a variety of job functions and with a variety of academic attainments, was flexible, and used a tutor-assisted method of delivery. The final curriculum package consisted of a general introductory curriculum augmented with the study of applications in specific industries to provide an acceptable and detailed working knowledge. Both student-centered activities and case studies were included. The package had essentially three parts: an introduction to quality assurance (six study guides and four case studies), an implementation in detail (two study guides), and quality assurance audits (two case studies). Evaluation was carried out by personal observation, questionnaires, and assessment of tutor-assisted student work in a variety of settings. (YLB)

ED 296 105 CE 050 354

Hare, Jo Ann; And Others

Curriculum Guide for Parent Education Programs (Including Special Sections for Rural Parents, Single Parents, Working Parents, and High Risk Parents). Columbia Basin College Parent Education Program.

Columbia Basin Coll., Pasco, Wash.

SPONS. AGENCY- Washington State Board for Community Coll. Education, Olympia.

PUB DATE- May 87

NOTE- 154p.; For related documents, see CE 050 351-353.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; Child Abuse; Child Development; Community Colleges; *Cooperative Programs; Curriculum Guides; Discipline; *Early Childhood Education; Employed Parents; *Experiential Learning; *Group Activities; High Risk Persons; Learning Modules; Nutrition; One Parent Family; Parent Child Relationship; *Parent Education; *Parenting Skills; Parent Participation; Preschool Children; Rural Family; Sex Education; Stress Management; Toddlers; Two Year Colleges

This curriculum for parent education through cooperative preschools has a sequential approach, with topics developed for parents with different age children enrolled in the various laboratory settings. Introductory materials include the goals and objectives for community college parent cooperative programs, methods of presentation, and a curriculum matrix. Curricula are provided for parent/infant, parent/walkabout, and parent/toddler programs. Each consists of 11 modules in these areas: physical development, cognitive development, emotional development, social development, self-esteem, discipline, family relationships, stress, health and safety, nutrition, and toys and books. A module may consist of one or more topics, each presented in this format: instructional purpose, suggested activities to cover the topic, and helpful resources (publications, audiovisual aids, and handouts). Possible subjects for workshops are listed. Additional modules are presented that outline issues relevant to working parents, single parents, rural parents, and parents at risk. Most are suitable to an evening or weekend workshop mode. The format for each module includes instructional purpose, areas that may be covered, and helpful resources (publications, books for children, applicable parent education curriculum topics, audiovisual aids, handouts, and community resources). A quarterly curriculum for an agency-referred parent cooperative class is also provided. A resource list is appended. (YLB)

ED 296 119 CE 050 402

Fletcher, Colin
The Challenges of Community Education: A Biography of Sutton Centre 1970 to 1982. Nottingham Adult Education Research Reports.
Nottingham Univ. (England).
SPONS. AGENCY- Department of Education and Science, London (England).; Nottinghamshire County Council, Nottingham (England).
REPORT NO.- ISBN-0-902031-97-7
PUB DATE- Jun 83
NOTE- 331p.; Some photographs and small print may not reproduce well.
AVAILABLE FROM- Department of Adult Education, University of Nottingham, C Block, Cherry Tree Buildings, University Park, Nottingham NG7 2FD, England (5.50 pounds; footnotes and appendices: 2.00 pounds; 10 or more: 30% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; *Community Centers; *Community Education; *Cooperation; Developed Nations; *Educational History; Foreign Countries; *Lifelong Learning; Recreational Facilities; Secondary Education
IDENTIFIERS- *England (Nottinghamshire)

This book is a case study of one English community education center during the 1970s and a little beyond. It introduces the building, Sutton Centre; the town, Sutton-in-Ashfield, North Nottinghamshire; community education; and the period of time in which the story is set. Nineteen chapters concentrate upon the actions and the arguments that took place as the feasibility study, planning, and development for the center progressed. The whole range of public services that were brought together under the center's roof are discussed in the order in which they appeared in the history of the center. The services include the secondary school, recreation center, and specialized agencies. How the center attracted attention to itself and to the town is discussed. Another focus is the challenge that the center presented to the public sector to resolve its problems and bring forth more of its potential. An important part of the book is its emphasis on the major political and economic changes that took place during the seventies. Thus, the story also involves how the building, and especially those in it, responded to changes in the meaning and financing of care--the quality of their reactions as well as their actions. The final chapter discusses issues that were raised by the sense of innovation that the building represented. Two sets of issues are included: those posed by the building itself and those promoted by it. (YLB)

ED 296 133 CE 050 417

Chiswick, Barry R.
Illegal Aliens: Their Employment and Employers.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-058-9
PUB DATE- 88
NOTE- 166p.
AVAILABLE FROM- W. E. Upjohn Institute for Employment Research, 300 South Westnedge AVenue, Kalamazoo, MI 49007.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employer Employee Relationship; *Employment Patterns; *Employment Problems; Individual Characteristics; *Labor Market; *Occupational Mobility; On the Job Training; *Salary Wage Differentials; *Undocumented Immigrants; Work Environment
IDENTIFIERS- Illinois (Chicago)

A study examined various characteristics of the employment of illegal aliens, including wages, job training, job mobility, workplace conditions, and employer characteristics. The study was largely based on data transcribed from a sample of Immigration and Naturalization Service apprehension reports on illegal aliens in the Chicago (Illinois) metropolitan area and an extensive interview of businesses in the Chicago metropolitan area (half of which were identified by illegal aliens, with the other half being randomly selected). Data on the labor market behavior of nearly 300 male illegal aliens apprehended in the Chicago metropolitan area indicated that the average alien was 30.6 years old, had been in the United States an average of 3.4 years, and received $4.52 per hour (in 1983) as opposed to $4.42 received by Mexican nationals and $4.73 received by other nationals. Only 16 percent (mostly in restaurant and service jobs) reported wages below the federal minimum level. Businesses employing illegal aliens were more likely to exhibit seasonal employment patterns and provided significantly less on-the-job training than did their counterparts that did not employ illegal aliens. The illegal aliens studied tended to exhibit considerable job mobility, with Mexican illegal aliens exhibiting stronger ethnic enclave patterns of employment than did the other ethnic groups. (Twenty-five tables are included.) (MN)

ED 296 147 CE 050 440

Hansen, Barbara Ann; Miller, W. Wade
A Study of Existing Pre-vocational Agriculture Programs in Iowa.
PUB DATE- Jul 88
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; Career Education; *Course Content; *Course Organization; Educational Needs; *Enrollment; Junior High Schools; Middle Schools; *Prevocational Education; Student Recruitment; Teacher Characteristics; Vocational Education
IDENTIFIERS- *Iowa

A study was conducted to determine what subject areas should be taught in a prevocational agriculture program, as perceived by instructors with existing prevocational programs. Following a review of literature that found only a few sources on prevocational agriculture programs, most of them guides for middle school curricula, a survey instrument was developed and mailed to 60 Iowa teachers of prevocational agriculture classes; 55 teachers returned the surveys. Analysis of the data revealed that the teachers averaged 10 years of teaching experience, had been teaching prevocational agriculture classes for about four years, and had about 46 students in each class. The most popular length of the prevocational agriculture classes was nine weeks, and the most popular year for the course was eighth grade. The teachers listed a variety of topics as useful to teach in the agriculture course, especially horticulture, animal science, Future Farmers of America activities, agribusiness, careers, agronomy, agricultural mechanics, agriculture awareness, construction, and farm management. The study found that offering a prevocational agriculture class did not increase enrollment in regular vocational agriculture programs. Based on the findings of the study, recommendations are made for a prevocational agriculture curriculum. The study instrument and a list of programs surveyed are appended. (KC)

ED 296 161 CE 050 459

Swanson, Richard A.; Sleezer, Catherine M.

AMSCO Culture Survey: Base Data for Quality and Productivity Programs. Training and Development Research Center Project Number Twenty-Four.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.

PUB DATE- Apr 88
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Attitude Measures; *Employee Attitudes; Job Satisfaction; Organizational Climate; Participative Decision Making; *Productivity; Program Effectiveness; Program Evaluation; *Quality Control; *Quality of Working Life; *Values; Vocational Education; *Work Environment

The AMSCO culture survey instrument was developed to obtain specific information about the changing employee values resulting from the implementation of the new quality programs at AMSCO, Rice Lake, Wisconsin. The culture dimensions measured in the survey included job evaluation/job satisfaction, work efficiency, training and development, communication, management effectiveness, and view of the organization. Company-wide average ratings on each of the six dimensions were all very close to the 2.5 midpoint of the 1-to-4 point rating scale and had very small differences. Of these differences, the most positive (2.73) average rating was the view of the organization, and the area needing the most attention (2.43) was training and development. Although there was no clear-cut employee perception of excellence and satisfaction, there was also no clear-cut perception of disarray or dissatisfaction. Of the 60 items on the survey, only 7 agreement items reached or exceeded the 3.0 clear point of agreement and only 2 disagreement items reached the 1.0 point (2.0 was a clear point of disagreement). Average employees wanted to work for AMSCO and felt that they and their departments were important. Unfortunately, results indicated that an AMSCO grapevine existed that carried false information. Data is illustrated in numerous bar charts and the survey instrument is included. (YLB)

ED 296 176 CE 050 535

Moss, Michael
Reporting on Literacy: Soft-Selling a Complex Political Story.
Education Writers Association, Washington, DC.; Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 88
NOTE- 20p.; Paper presented at the National Seminar of the Education Writers Association (New Orleans, LA, April 16, 1988).
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036 (first copy free; 1-2 additional copies: $3.50 each; 3 copies: $10.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Literacy; Adults; Disadvantaged; Economic Factors; Guidelines; *Illiteracy; *Journalism; Literacy Education; *News Reporting; Political Power; *Poverty; *Power Structure; *Social Control

Much of the story of illiteracy is about the powerless, and reporting on it can focus on who lacks power and why. However, much of the untold story about illiteracy is about people with power who are choosing not to wield it--educators, economists, elected officials, presidential candidates, corporate leaders, publishers, and the literate public at large--in support of changing poverty-related illiteracy. Reporting on illiteracy and other poverty issues requires immersion, context, and repetition. The first step in reporting on illiteracy is defining the problem and isolating its causes. It requires asking why and making connections. Finally, good reporting on illiteracy requires comparisons that get attention, objectivity, and the search for tidal facts, the facts that illuminate the essential truths of the situation. (KC)

ED 296 190 CG 020 880

Straus, Murray A.; Gelles, Richard J.

Is Child Abuse Increasing? Evidence from the National Family Violence Resurvey.

New Hampshire Univ., Durham. Family Research Lab.
PUB DATE- 8 Oct 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; Comparative Analysis; *Family Violence; National Surveys; Research Methodology; *Social Change; Social Influences; Trend Analysis

This study compared the rate of physical abuse of children from a 1975 study with the rates from a 1985 replication study. Both studies used nationally representative samples (2,143 families in 1975 and 3,520 families in 1985), and both found an extremely high incidence of physical assaults against children which were severe enough to constitute child abuse. Although the 1985 rates were high, they were substantially lower than the 1975 rates. There was a 47% decrease in physical child abuse reported from 1975 to 1985. Possible reasons for the decrease include: (1) differences in the methods of the studies; (2) increased reluctance to report incidents of child abuse; (3) reductions in intra-family violence due to 10 years of intensive prevention and treatment efforts; and (4) reductions due to changes in American society and family patterns which would have produced lower rates of intra-family violence even without ameliorative programs. Most likely the findings represent a combination of changed attitudes and norms, and changes in overt behavior. This interpretation is based on changes in American society in the areas of the family, the economy, the social acceptability of family violence, alternatives available to women, social control processes, and the availability of treatment and prevention services. (Policy implications of the decreases and of the continued high rate of child abuse, are discussed.) (Author/NB)

ED 296 205 CG 020 895

Levine, Melvin D.
The Difference That Differences Make: Adolescent Diversity and Its Deregulation.
William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.

PUB DATE- Apr 88
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adjustment (to Environment); *Adolescent Development; *Adolescents; *Individual Development; Individual Differences; *Nature Nurture Controversy; *Young Adults; *Youth Problems

This document discusses the differences in maturity of late adolescents, aged 16 to 21, and how lack of readiness by some adolescents has a major impact upon communities and upon the individual. The document illustrates the tension between individuation and regulation with five vignettes of actual cases. Sources of variation, including biological predispositions, critical life events, temperament, and educational experience are described. Neurodevelopmental variation in adolescence is discussed, with a focus on selective attention, memory, language, processing, cognition, neuromotor function, and social skills. Parameters of young adult readiness are presented, including self-esteem, affect, motivation, psychosocial adjustment, moral development and ethical values, and resiliency and malleability. Schools' requirements for students to perform a wide variety of tasks, rather than permitting the student to choose activities as adults in society are permitted to do, are discussed. Implications for policy are discussed in the areas of advice and advocacy, decision making, teacher role, reform of special services, high school reform, adolescents' awareness of adolescence, needs of the family, medical role, and prevention. Implications for research in the areas of longitudinal studies, compiling a table of elements or factors that need to be accounted for in adolescents, instrument development, and demonstration models are described. Two commentaries on the document are included. (ABL)

ED 296 219   CG 020 909

Tang, Thomas Li-Ping; Liu, Hsing
Effects of Type A Behavior Pattern and Task Labels on Goal Setting.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 18-20, 1987). For a related paper, see ED 277 939.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; College Students; Difficulty Level; *Goal Orientation; Higher Education; *Individual Differences; *Performance Factors
IDENTIFIERS- *Goal Setting; *Type A Behavior; Type B Behavior

Previous research has concluded that no reliable individual differences have been demonstrated in goal-setting studies, probably because the goals were assigned rather than set by the individuals. This study examined individual's self-set goals, certainty, and task performance of two work periods in a group setting as a function of Type A behavior pattern and task labels (difficult versus easy). Subjects (N=115) were students in an undergraduate psychology course. Subjects were divided into three groups (Type A, intermediate, Type B) according to a three-split of their Type A scores. An identical anagram-solving task was labeled either as a difficult task or as an easy task. Results showed that in the first work period subjects in the easy condition set higher goals than did those in the difficult condition. Type A's showed a higher level of certainty of goal accomplishment than did intermediates and Type B's. No significant performance differences were found in the first work period. In the second work period, Type A's in the easy condition set significantly higher goals than did Type B's. Intermediates in the easy condition set higher goals than did those in the difficult condition. Type A's' goal setting in the second period was not affected by the task labels. Subjects in the difficult condition were more certain in their goal accomplishment than were those in the easy condition. Again no significant performance differences were found in that period. (Author/ABL)

ED 296 233 CG 020 923

Townsend, Aloen L.
Family Caregivers' Perspectives on Institutionalization Decisions.
Benjamin Rose Inst., Cleveland, OH.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md. Center for Studies of the Mental Health of the Aging.; Retirement Research Foundation.
PUB DATE- Aug 87
NOTE- 24p.; Based on a paper presented at "Ethical Issues in Health Care for the Elderly: A National Interdisciplinary Conference" (Memphis, TN, April 1986).
GRANT- MH-35360
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Caregivers; *Decision Making; *Ethics; Family Problems; *Family Relationship; *Institutionalized Persons; Nursing Homes; *Older Adults

Family caregivers may face ethical dilemmas when deciding whether a parent or spouse should enter a nursing home. There is considerable evidence that decisions about institutionalization are usually stressful and difficult for family members. This study obtained qualitative and quantitative data from two studies conducted at the Margaret Blenkner Research Center of the Benjamin Rose Institute to illustrate six ethical issues involved in family caregiving and institutionalization. The first study involved a survey of 614 family members living with and caring for an impaired elderly spouse or parent and a follow-up study 4 years later with 146 of the original families, 35 of whom had institutionalized the elder during that time. The second study was a 6-year panel study of family decision making and caregiving which involved 400 caregiving families, 32 of whom had institutionalized an elderly parent. Combining both studies, 67 families were interviewed before and after the elder's institutionalization. Results of the interviews revealed dilemmas arising because of: (1) difficulties inherent in defining what is best for the individual elder; (2) problems in delineating caregivers' responsibilities toward the parent or spouse; (3) conflicts of interest or competing obligations; (4) policies, services, and reimbursement mechanisms for long-term care; (5) tension between such values as autonomy and paternalism; (6) different perceptions among caregivers; and (7) the quality of family relationships. (Forty-one references are supplied.) (NB)

ED 296 248 CG 020 940

Sessions, Joan T.; Yanos, Janet Hagan
Desirable Characteristics of a Counseling Agency: Report on a Focus Group Research Study for the Center for Human Services.
PUB DATE- 23 Sep 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consumer Economics; *Counseling Services; Counselor Attitudes; *Counselor Client Relationship; *Counselors

This study sought to identify characteristics of counselors and counseling services that are important in the selection of a counseling service. Subjects (N=28) were recruited through a newspaper advertisement and through mall intercepts. The screening criteria were designed to locate potential or previous counseling service consumers whose educational backgrounds and income would place them in the middle or upper-middle class. Respondents were interviewed in group and individual sessions. Results showed that consumers of counseling services wanted immediate, professional, expert help at convenient hours, and at a location close to home. They were willing to see social workers who had specific expertise, and were willing to pay for services. Consumers wanted continuity of care from initial contact, and after-hours access to counselors. A broad range of service options was desired. Consumers wanted to choose their counselor, define their own needs, and decide on the focus of service. Privacy was critical and location in a professional office building was the predominant choice. Consumers wanted the counseling staff to have diverse expertise, and to be adult, good listeners, warm, and very sensitive to clients. Credentials were generally thought to be less important than therapeutic effectiveness. (ABL)

ED 296 263 CG 020 955

Slate, John R.

Teaching the WISC-R: An Effective Instructional Design Procedure.

PUB DATE- 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Clinical Psychology; *Error of Measurement; *Graduate Students; Higher Education; *Intelligence Tests; *Scoring; *Teaching Methods; *Testing Problems
IDENTIFIERS- *Wechsler Intelligence Scale for Children (Revised)

Studies have revealed significant problems in correctly scoring ambiguous verbal responses to test items on the Wechsler Intelligence Scale for Children-Revised (WISC-R). This study evaluated the effectiveness of an instructional design procedure developed to reduce examiner scoring errors on the WISC-R. Data concerning frequent sources of error on the WISC-R were obtained from 14 clinical psychology graduate students (pre-intervention group) enrolled in an Individual Intelligence Testing course. Remedial strategies were developed to clarify response categories and minimize errors due to carelessness. Strategies were used with 9 post-intervention students who took the course the following fall term. Pre- and post-intervention students completed the course and administered the WISC-R several times. A total of 98 pre-intervention and 63 post-intervention protocols were analyzed to determine the number and type of errors. Compared to the pre-intervention group, the post-intervention group had significantly fewer errors, with careless mathematical and clerical mistakes almost eliminated. Students continued to make mistakes, showing no improvement with practice in test administrations. A certain amount of difficulty in scoring may be inherent in the WISC-R test manual, and it may be advisable to incorporate examiner scoring errors into the WISC-R standard error of measurement. (Author/NB)

ED 296 277 CS 009 182

Battle, Mary Vroman
Dialogical Activities To Improve Communication of First-Semester University Freshmen through Teaching Reading Literature and Writing Compositions Interrelatedly.
PUB DATE- May 86
NOTE- 262p.; Ed.D. Dissertation, Memphis State University.
AVAILABLE FROM- University Microfilms International, 300 N. Zeeb Rd., Ann Arbor, MI 48106 (Order No. 86-19455).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Class Activities; Cloze Procedure; *College English; College Freshmen; Communication Skills; Educational Research; Higher Education; *Instructional Effectiveness; Integrated Activities; Miscue Analysis; Reading Skills; *Reading Writing Relationship; Student Attitudes; Teaching Methods; Writing Evaluation; *Writing Exercises; Writing Instruction; Writing Skills
IDENTIFIERS- *Dialogic Communication; *Dialogue Journals; Memphis State University TN; Writing about Literature; Writing Models; Writing Strategies

A study examined the effectiveness of a set of instructional activities designed to improve communication of university freshmen in standard-level, first-semester English through teaching interrelatedly the reading of prose literature and the writing of expository essays. Subjects, 24 typical first-semester freshmen, participated in the course, with activities including: (1) focusing on a definition of dialogue and three implied questions asked in all reading and writing; (2) creating microcosmic questions and answers; (3) sentence-outlining sub-questions and answers; (4) dialogical "sentence-debining" and sentence-combining; and (5) keeping journals. Besides assignments in reading and writing, transfer of learning was sought by practicing dialogical communication, arranging opportunities for discovering relationships between reading and writing, providing illustrative exercises, and suggesting ways to transfer learning beyond English class. The semester-long demonstration was monitored by six instruments: cloze reading samples, the Goodman miscue analysis, Buxton-scored writing samples, student interviews and instructor journal, and a questionnaire on instructional activities and the Student-Instructional Rating System (SIRS). Results indicated that the set of instructional activities was helpful in improving verbal and written communication. (Nineteen tables of data are included, and examples of dialogical microcosmic sentences, class schedule, student questionnaire, cloze reading samples, rating committee score sheet, writing sample questions, and 12 pages of references are appended.) (MM)

ED 296 291 CS 009 198

Chi, Michelene T. H.; And Others

Self-Explanations: How Students Study and Use Examples in Learning To Solve Problems. Technical Report No. 9.

Pittsburgh Univ., Pa. Learning Research and Development Center.

SPONS. AGENCY- Office of Naval Research, Washington, D.C. Psychological Sciences Div.
PUB DATE- Nov 87
NOTE- 61p.
CONTRACT- N0001-84-K-0542
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; *Cognitive Style; College Students; Higher Education; *Learning Strategies; Physics; *Problem Solving; *Protocol Analysis
IDENTIFIERS- Students as Subjects

A study examined in detail the initial encoding of worked-out examples of mechanics problems by "good" and "poor" students, and their subsequent reliance on examples during problem solving. The subjects, three males and five females, were selected from responses to a university campus advertisement. Six of them were working towards bachelor's degrees with varying majors. Two of the eight students had additional post-graduate training in psychology and none had a college physics course, although seven of the eight had taken physics in high school. Students with a range of grade-point averages were chosen so that learner differences could be examined. Subjects were given instruction in physics and required to demonstrate mastery of basic physical principles. Talk-aloud protocols were employed to examine the way the subjects learned and understood the examples, and then used their understanding to solve problems. The subjects were split into two groups post hoc using a median split on their problem solving success. Results indicated that "good" students tend to study examples and exercises by explaining and providing justifications for each action and relate their explanations to the principles and concepts in the text. "Poor" students do not often explain the examples or exercises to themselves, and when they do, their explanations do not seem to connect their understanding with the principles and concepts in the text. The results provide, at a gross level, empirical evidence to support existing artificial intelligence models of explanation-based generalizations. (Seven figures and seven tables of data are included and 27 references are appended.) (RS)

Basic Skills First, 8. Reading Curriculum Guide.
Tennessee State Dept. of Education, Nashville.

PUB DATE- 86
NOTE- 80p.; For other guides in this series, see CS 009 208-214.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Course Objectives; *Grade 8; Grammar; Language Arts; *Learning Activities; Literature; Public Schools; Reading Comprehension; *Reading Instruction; Reading Skills; Research Skills; Secondary Education; Skill Development; State Curriculum Guides; Study Skills; Vocabulary Skills
IDENTIFIERS- *Curriculum Emphases; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for eighth grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the eighth grade reading mastery test, and a list of eighth grade vocabulary words are also included. (MM)

ED 296 320 CS 211 321

Pearce, R. Charles

Overcoming Fear and Loathing in Advertising Copywriting Courses.

PUB DATE- Jul 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; College Instruction; Group Discussion; Higher Education; Instructional Innovation; Peer Evaluation; Peer Teaching; Self Directed Groups; Teaching Methods; Technical Writing; Writing Evaluation; *Writing Exercises; Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Copywriting

Writing techniques espoused by Peter Elbow, applied to the teaching of writing in advertising copywriting classes can help students develop into better writers, generating better copy ideas. The shift of focus from writing a finished piece the first time to concentrating on the process of writing allows for a freer flow of ideas and creativity. The procedure has eight steps, some of which can be repeated as often as necessary: warm-up, process writing, sharing, revision, sharing, revision, editing group sharing, and revision. The warm-up gets the writer focused on the flow of writing. Process writing, 15-20 minutes of directed freewriting using any of 13 different approaches (such as first thoughts, dialogues, and narrative thinking) to thinking about the topic, fosters both creativity and control over the topic. Sharing and editing take place in groups of students, the sharing groups concentrating on ideas rather than grammar and syntax. Assignments are turned in to the instructor only after going through several drafts and after editing by an editing group. By participating in sharing and editing groups, students essentially learn by teaching. As a result of using these techniques, the instructor's role changes from a grammar and mechanics corrector to that of a writing partner, guiding the students to the clear expression of their ideas. (SR)

ED 296 334 CS 211 340

Gorrell, Donna
Writing Assessment and the New Approaches.
PUB DATE- Mar 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Teaching Methods; *Theory Practice Relationship; Writing (Composition); *Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- *Writing Assignments; Writing Development

An examination of approaches to teaching writing and how they relate to tests may help writing teachers discover some ways of improving students' scores on writing tests. George Hillocks in "Research on Written Composition," describes four instructional approaches: presentational, natural process, environmental, and individualized. The three latter approaches, although newer than the traditional presentational mode, emphasize process and still consider any interest in a written product as outside immediate concern. The latest preoccupation in writing seems to be narcissism--classifying, and teaching writing from a social, transactional, or epistemic perspective. The intention is not to divorce product from process, but that process must be reunited with product. If students are to be adequately prepared for all kinds of writing, including the test essay, they need to be made aware of how situations differ rhetorically. Students need to know that there are many forms of discourse to suit many rhetorical situations. In order to develop this sensitivity, students need to be presented with a variety of assignments in which meaning and form are developed together through successive drafts, conferencing, peer evaluation, and extensive revisions, assignments with built-in constraints of time, topic, and form. Lloyd Bitzer's terms of exigence, constraints, and audience are also components which relate to writing assessment. (Fifteen references are attached.) (RAE)

ED 296 348   CS 211 355

Conway, Kathryn M.
Gertrude Buck, Rhetorician.
PUB DATE- 15 Aug 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Authors; Biographies; Discourse Analysis; Higher Education; *Rhetoric; Scholarship; Sex Bias; Writing (Composition)
IDENTIFIERS- *Buck (Gertrude); *Rhetorical Theory; Scholarly Writing

An examination of three articles written in the year 1900-1901 by the young rhetoric instructor Gertrude Buck reveals her influence on the development of modern rhetorical theory. Her view that discourse is a social act, her attempts to free discourse from formal rhetoric and the expectations of teachers, and her insistence that rhetoric should follow intelligent practice in composition set her apart from her contemporaries. Her contributions to the foundations of modern rhetorical theory as well as the work of her women colleagues have been neglected for decades because of gender bias and discrimination. (A brief biography is included.) (RS)

ED 296 362   CS 211 369

Basic Skills First, K. Language Arts Curriculum Guide.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 87
NOTE- 106p.; For other guides in this series, see CS 211 370-377.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Course Content; *Course Objectives; Handwriting; *Kindergarten; *Language Arts; *Learning Activities; Listening Skills; Primary Education; Public Schools; Skill Development; Speech Communication; Spelling Instruction; State Curriculum Guides; Writing Instruction; Writing Skills
IDENTIFIERS- *Curriculum Emphases; Tennessee; Thinking Skills

This language arts curriculum guide for kindergarten combines the Basic Skills First Reading Guide and the Language Arts Guide to provide a comprehensive kindergarten curriculum. The objectives in the guide are categorized according to the strands (divisions of skill areas) for grades 1-12 to show how the curriculum in kindergarten prepares students for academic learning in those grades. The guide is divided into the following language arts strands: (1) handwriting; (2) spelling; (3) composition; (4) thinking and organizational skills; (5) listening skills; and (6) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

ED 296 377 CS 506 175

Cooper, Anne M.
Television's Invisible Women: A Five-Nation Study of Anchors, Reporters and Correspondents.
PUB DATE- Jul 88
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988). Portions contain marginally legible print. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Developing Nations; Employed Women; *Employment Patterns; Equal Opportunities (Jobs); *Females; Journalism; News Media; *News Reporting; Programing (Broadcast); *Sex Bias; *Television; Television Research
IDENTIFIERS- Colombia; Jamaica; Japan; *News Reporters; News Topics; Sri Lanka; Television News; *Women Journalists

A study compared the visibility and participation of women working in United States television with that of women working in television in other countries. Video tapes of five consecutive evening news broadcasts in 1986 from the United States, Japan, Sri Lanka, Colombia, and Jamaica were analyzed for such data as the proportion of women anchors, the proportion of domestic and foreign stories covered by women reporters, and the topics reported on by women reporters as compared to those reported on by men. Findings included: (1) no women reported on any of the five biggest news stories of the week in any of the five countries studied; (2) the percentage of women on the major United States network newscasts has declined from an overall average of 21% in 1979 to 9% on NBC, 10% on ABC, and 13% on CBS in 1986; (3) the United States and Japan made only token use of women reporters for domestic stories (17% and 0%, respectively), while the developing nations had much larger percentages of women reporters (27% in Colombia, 33% in Jamaica, and 66% in Sri Lanka); (4) no overseas stories were reported by women correspondents in any of the five countries; and (5) all of the science/health stories were covered by women, whereas all of the stories on government, crime, and disaster were covered by men. (Three tables of data are included, and 25 references are attached.) (MHC)

ED 296 391 CS 506 235

Laughlin, Jody
The Use of Current Media in Literature and Composition at the Community College Level.
PUB DATE- Mar 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Popular Culture Association (18th, New Orleans, LA, March 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Censorship; College English; Community Colleges; *Controversial Issues (Course Content); Current Events; *English Instruction; Freshman Composition; *Mass Media Use; Pornography; Teaching Methods; Two Year Colleges; Writing Exercises
IDENTIFIERS- Owensboro Community College KY

Current media--films, videos, television programs, advertising in both print and television, and newspaper and magazine articles--can be successfully employed in college literature and composition classes, enhancing the learning environment by involving those students who might otherwise show disinterest. For example, a unit on pornography, censorship, and the First Amendment can use articles in national and local publications to examine the related topics of book banning, advertising, and the effects of music videos. Students read, discuss, and respond in writing to various issues surrounding censorship, individual rights, and the rights of the majority. Through exercises in critical thinking, students analyze national, community, and personal attitudes toward the issues and the people involved in them. Current media can be employed in a variety of ways. Library films give representations and interpretations of classic novels and contemporary short stories. Educational stations present video classes in literature and poetry at various times, such as "The Shakespeare Hour" and "Voices and Visions" (a study of various American poets). By using current media in the literature and composition classroom, students may become more culturally literate and will engage in cross-curricular learning as a result. (A bibliography for the censorship and pornography unit and a partial list of books banned since 1965 are appended.) (MM)

ED 296 404 CS 506 248

Hough, David
Brain Dominance Theory and the Missouri Public School Curriculum as Perceived by College Freshmen at Southwest Missouri State University. A Field Study.
PUB DATE- Dec 87
NOTE- 54p.; Requirements for Specialist in Educational Administration Degree, Southwest Missouri State University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Brain Hemisphere Functions; College Freshmen; *Curriculum Evaluation; Educational Research; Higher Education; Learning Processes; Public Schools; *Student Attitudes; Surveys; Writing Instruction
IDENTIFIERS- Brain Functions; Curriculum Emphases; *Missouri

To clarify the perceptions of college freshmen regarding the kind of teaching they experienced in public schools and how those experiences relate to the split-brain theory, a study surveyed 241 first-semester college freshmen from the fall of 1984 to the fall of 1987 at Southwest Missouri State University. Only students who had completed at least six years of study in Missouri public schools participated in the study. To determine if students viewed their experiences as predominantly left or right brain oriented, or integrated, subjects identified the degree to which they had experienced various types of educational endeavors throughout their kindergarten through grade 12 experiences. Subjects also completed the Hough Brain Dominance Test to determine individual brain-dominance preferences. Responses showed that students perceived their public school experiences to be sometimes analytical, often sequential, concrete, rational, active, and quite goal-oriented, indicating that the students viewed their education in a traditional left-brain fashion. Similarly, students perceived the right-brain functions to be less dominant. (Two tables of data are included, and the student survey, brain dominance survey, results of brain dominance self-evaluation, five tables of data, and 28 references are appended. In addition, an addendum discusses

brain dominance theory and the teaching of composition and includes three tables of data.) (MM)

ED 296 418 CS 506 269

Jensen, Marvin D.
Nonverbal Communication in Hospice Care.
PUB DATE- Oct 85
NOTE- 12p.; Paper presented at the Conference on Medical Communication (Harrisonburg, VA, October 15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; *Death; Diseases; Health Facilities; Health Personnel; *Hospices (Terminal Care); *Nonverbal Communication; Physical Environment
IDENTIFIERS- Caregiver Role; Health Communication; *Hospice Care; Terminal Illness

Hospice care (health care for the terminally ill that emphasizes emotional support for the patient and family) is essential to ease emotional, psychological, and social pain, and can be a factor in addressing spiritual and physical pain. Yet to ease the pain of final illness, therapeutic communication must extend beyond words. Physical contact--in the form of reassuring, affirming touch--is essential in addressing the psychological pain of a hospice patient. The relief of psychological or emotional pain is also dependent on the environment where communication occurs. The philosophy of all hospices is that patients should remain in their own home as long as possible. However, when patients need to leave their homes, the hospice environment should be essentially different from a hospital, with designs to include maximum natural lighting, fireplaces, wood-paneled ceilings, small gardens, and common entrances for patients, staff, and families. Personal objects are also important in a hospice room, where they preserve self-definition against the threat of institutional uniformity. Photographs, books, antiques, throw rugs, and pets are not just surface pleasantries, but are ways of sustaining and expressing the person who is more than a body. Scholars of nonverbal behavior can be helpful to the hospice movement by learning from professional and lay care-givers who have intuitively incorporated nonverbal communication into their efforts. Patients themselves are also valuable sources of insight. (MM)

ED 296 432 EA 019 990

Rodda, Albert S.
Gann Limit & Proposition 13: Negative Effects on Local Government Agencies, Inlcuding Schools & Community College Districts.
Los Rios Community Coll. District, Sacramento, Calif.
PUB DATE- Oct 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Change; Educational Finance; Elementary Secondary Education; *Financial Problems; Income; *Property Taxes; *Public Agencies; *School Taxes
IDENTIFIERS- *Proposition 4 (California 1979); *Proposition 13 (California 1978)

In fall 1978, Paul Gann, who worked with Howard Jarvis to pass California's Proposition 13 in June 1978, sought to qualify an intitiative placing a constitutional limit on state and local government expenditures. This initiative qualified and was approved by voters in November 1979 as Proposition 4. Gann's solicitation set the limitation's base year at 1978-79. Annual increases in the appropriation limit would be no greater than changes in the U.S. Consumer Price Index plus population. The initiative petition's signers expected future per capita government expenditures to be equal in real dollars to the 1978-79 level, since the annual adjustment would reflect the change in the cost-of-living. Inadequate attention was given the material that Gann circulated. The initiative restricted an annual increase in the Gann appropriation limit that has failed to conform to the intent of Proposition 13. Because the increase in per capita personal income was lower than the percentage increase in the consumer price index for three years (1980-81, 1981-82, and 1983-84), the annual growth in the appropriation limit was also lower than the promised cost-of-living and population increase. The resultant revenue deficiency and related problems are discussed at length in this paper. Unless voters approve a constitutional amendment to change the Gann formula, the situation of state and local government agencies (including school districts) will worsen in the future--especially if the economy experiences another period of stagflation. Governor Deukmajian's establishment of $1 billion reserve in the 1987-88 budget only compounds the problem, since surplus revenues inside the appropriations limit must be returned to taxpayers. This system shortchanges schools and community colleges, as may be seen from supportive statistics. Included are two tables and the "spirit of 13" campaign flyer. (MLH)

ED 296 446 EA 020 090

Harrold, Ross
The Evolving Economics of Schooling. ESA845, The Economy of Schooling.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0334-5
PUB DATE- 85
NOTE- 119p.; For related document, see EA 020 089.
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia (Stock No. ESA845M02; $13.00 Australian; quantity and educational discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Capitalism; *Economics; *Educational Economics; Educational Trends; *Education Work Relationship; Elementary Secondary Education; Equal Opportunities (Jobs); Foreign Countries; Human Capital; Labor Market; *Marxian Analysis; *Politics of Education; Social Stratification; Structural Unemployment
IDENTIFIERS- Australia (Victoria)

This volume, part of a series of monographs that explores the relationship between the economy and schooling, is intended to show how economists have sought to cast light on the economic nature of education, on resource allocation problems within the education sector, and on policy implications of such analyses. The first part describes the basic schools of thought in economics: the neo-classical school, the Keynesian school, the institutional school, the political economy school, and the Marxist school. The second part is an introduction to the basic economic concepts of production, exchange, and distribution. Remaining sections describe changes in economic and educational climates since the Second World War, human capital theory, the changing concern from macroeconomic to microeconomic issues in education, input-output relationships, recent developments in the economics of schooling, the influence of policy making on the economics of schooling, and future directions of the economics of schooling in Australia. An afterword provides reflections on evolutionary dynamics of ideas about the economics of schooling. Three readings by separate authors follow: (1) "Economics against Education," by J. Burkhead; (2) "Educational Production Theory and Teacher Inputs," by H. M. Levin; and (3) "Toward a Multilevel Perspective on the Allocation of Educational Resources," by D. H. Monk. An annotated bibliography follows. (TE)

ED 296 064 CE 049 328

Hultin, Mats
Vocational Education in Developing Countries. A Review of Studies and Project Experience. Education Division Documents No. 34.
Swedish International Development Authority (SIDA).
PUB DATE- Aug 87
NOTE- 73p.; Summary is printed on colored paper.
AVAILABLE FROM- Scandinavian Institute of African Studies, P.O. Box 1703, S-751 47 Uppsala, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Developing Nations; *Economic Development; *Financial Support; Foreign Countries; Foreign Policy; *International Programs; Postsecondary Education; *Program Effectiveness; Program Evaluation; Secondary Education; *Vocational Education

This paper looks at the position taken in available literature and evaluation reports of multinational and bilateral agencies in regard to vocational education in developing countries. Section 1 provides background on such topics as links between education and development, support of vocational education, diversified secondary education, foreign aid, public institutions, and costs. Section 2 summarizes criticism that focused on the emphasis on financial support for formal public vocational schools. Discussion of opposition to the criticism is found in Section 3. Section 4 presents a brief overview of the purpose, limitations, and work method of this paper. Study findings are presented in sections 5 and 6. Section 5 discusses vocational education in developing countries. It covers objectives, structure, content, technology (administration, teachers, teaching methods), external productivity, internal efficiency, costs, and financing of vocational education systems. Section 6 comments on vocational projects in the developing countries. It covers identification, preparation, execution, evaluation, and outcome of vocational education projects. Issues concerning hardware (buildings, equipment) and software (curricula, teacher training, technical cooperation) are also touched upon. A selective bibliography is appended. A summary precedes the report itself. (YLB)

ED 296 091 CE 050 288

The Illinois Plan for Industrial Technology Education. An Implementation Guide.
Illinois State Univ., Normal.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 87
NOTE- 20p.; For related documents, see CE 050 289-298.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Industrial Education; *Industry; Postsecondary Education; *Program Implementation; *Program Improvement; *Statewide Planning; Technical Education; Technological Advancement; *Technological Literacy; Technology
IDENTIFIERS- *Illinois

This guide is intended to assist administrators, curriculum directors, and teachers throughout Illinois in assessing and revising their current industrial technology education programs. The first section discusses the rationale behind the Illinois state plan for industrial technology education and lists the program's overall goals and objectives. The Illinois state plan for technology education, beginning at the elementary school level and proceeding through the middle school level to high school, vocational center, and community college and university programs, is outlined. The next section contains a more detailed description of the program of technological studies that has been planned for grades K-5. The next three sections detail the following levels in the Illinois program: exploring industry and its technologies (grades 6-8), orientation to industrial technologies (grades 9-10), and preparation programs, which focus either on preparing students who intend to seek postsecondary training in a technical field or for students who wish to become gainfully employed or advance in an industrial-related occupation (grades 11 through adult). The seventh section presents step-by-step guidelines for implementing the state plan, beginning with deciding whether or not to adopt the program model, comparing an existing program with the model, and developing a program improvement plan. A section describing various types of program development resources concludes the guide. (MN)

ED 296 134 CE 050 420

Levin, Henry M.
Ability Testing for Job Selection: Are the Economic Claims Justified?
Stanford Univ., Calif. Center for Educational Research at Stanford.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
REPORT NO.- 88-CERAS-02
PUB DATE- Mar 88
NOTE- 41p.; A version of this paper was presented at the Planning Conference of the Commission on Testing and Public Policy (Berkeley, CA, December 11-13, 1986).
AVAILABLE FROM- Publications, Center for Educational Research at Stanford, CERAS Bldg., Stanford University, Stanford, CA 94305 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; *Aptitude Tests; Educational Research; Intelligence Tests; Job Performance; *Personnel Selection; *Predictive Validity; Productivity; *Research Methodology; Research Problems; *Test Validity

The use of ability testing for job selection has become widespread in the Federal Government and in the U.S. Employment Service, which assists private sector employers. The justification for the practice is based largely on research findings claiming a high level of validity for such tests in predicting job performance. More recently, such claims have been translated into the dollar increases in productivity that would result if optimal testing strategies were used for selecting employees for jobs. However, a careful review of the claims indicates that they are not supported by research evidence. The utility of any selection procedure depends on (1) its ability to predict worker performance better than alternatives; (2) the selection ratio of employer openings to applicants; and (3) the economic value of the better employee selection relative to the costs of the selection. On the first point, the evidence that general ability tests are superior to other selection criteria in predicting the various indicators of worker performance is not convincing. Furthermore, much of the research on ability testing for job selection ignores the second point, and much contains many unsubstantiated conclusions and overstatements with regard to the third point. (MN)

ED 296 177 CE 050 540

Occupational/Craft Committees: Guidelines for Organizing and Maintaining. Vocational-Technical Education.
Maryland State Council on Vocational-Technical Education, Annapolis.
PUB DATE- Oct 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advisory Committees; Guidelines; *Program Development; *Program Implementation; Public Schools; Secondary Education; *Vocational Education

This guide is designed to assist school systems in developing and/or using occupational/craft committees in support of public school vocational-technical education programs in Maryland. The guide is organized in two parts. Part I outlines the steps needed to organize an occupational/craft committee: rationale and benefits, functions, steps in organizing, statement of purposes, statement of organizational procedures, and notification of appointment. Part II describes the process of maintaining an existing occupational/craft committee: planning the annual program of work, planning and conducting meetings, agenda format, and the functions of an occupational/craft committee (community surveys, course content advising, student placement, community public relations, equipment and facilities, program staffing, program review, and community resources). The material in the guide was developed from information provided in two publications of the National Center for Research in Vocational Education, published by the American Association for Vocational Instructional Materials: Module A-4, "Organize an Occupational Advisory Committee" and Module A-5, "Maintain an Occupational Advisory Committee." (KC)

ED 296 191 CG 020 881

Kantor, Glenda Kaufman; Stevens, Anne O'Brien

Reflections on the Social Control of Women and Social Change Processes: An Evaluation of the Centralized Domestic Violence Court in Chicago, Illinois.

New Hampshire Univ., Durham. Family Research Lab.

PUB DATE- Nov 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Society of Criminology (Atlanta, GA, October 29-Nov 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; *Court Litigation; *Criminals; *Family Violence; Feminism; *Social Change; Social Control; *State Legislation; Victims of Crime
IDENTIFIERS- *Illinois

In this decade, the pervasiveness of wife abuse across all segments of society has become more evident to the public, leading to a redefinition of it as criminal. This social change, based on the collective response of feminists, battered women's advocates, and legislators, has altered laws on family violence in some 43 states. While new laws appear to have forced a more vigorous response to wife abuse cases by criminal justice system members, new legislation per se has not changed the system's response. Problems persist in the criminal justice system response to wife abuse, and there is difficulty in implementing new laws, in enforcing protective orders, and in categorizing domestic violence as criminal even though a possible consequence is death to a spouse. This paper uses the theoretical framework developed by Freeman (1975) to describe social change to show how the organized efforts of Illinois feminist attorneys and battered women's advocates changed state law and the structure of the Cook County First Municipal District Court. A social control perspective delineated by Madoo Lengerman, and Wallace (1985) is used to analyze data obtained from an evaluation of the Chicago court. (NB)

ED 296 249 CG 020 941

Greenblatt, Sadelle T.
Planning and Research for Program Expansion.
SPONS. AGENCY- Retirement Research Foundation.
PUB DATE- Mar 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Needs Assessment; Nonprofit Organizations; *Older Adults; *Private Agencies; *Program Development; Program Implementation; *Research and Development; Social Agencies; Theory Practice Relationship; *Voluntary Agencies; Volunteers

Little Brothers--Friends of the Elderly is a non-profit, non-sectarian federation of agencies devoted to meeting the needs of the elderly poor, those poor not merely in worldly goods, but in love. The organization examined how it might more effectively spread its services and assure the establishment throughout the United States of programs with its philosophy. After determining that the organization had a mission to expand, the mission and philosophy statements were examined to assure that they expressed the goals of the organization. Next the structure that would be necessary for expansion was considered. Past experiences in setting up the four existing sites were reviewed, using a survey of volunteers, interviews with the individuals who had set up the sites, and census and other secondary data. Factors resulting from these efforts were operationalized and measured, thereby creating a financial program viability measure. Acceptance by the Area Agencies on Aging and United Way agencies in areas under consideration was assessed using letters asking whether agencies believed there was a need for Little Brother services. These screening procedures along with on-site evaluations will be used to determine locations of new sites. This example illustrates how an agency can use a research approach to planning for future program changes. (ABL)

ED 296 264 CG 020 956

Brown, Nancy Lynn
An Analysis of the Relation between Self-Perception and General Reproductive Knowledge in an Adolescent Population.
PUB DATE- Jun 87
NOTE- 115p.; Some pages in appendices contain light type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Health Education; High Schools; High School Students; *Knowledge Level; *Reproduction (Biology); *Self Concept; Self Esteem; *Sex Education; *Sexuality; *Student Attitudes

There have been assumptions in the literature that sexuality education programs can increase adolescents' knowledge, help them clarify values, and improve decision making and communication skills; and that these changes, in turn, can reduce irresponsible sexual activity, unintended pregnancies, sexually transmitted diseases, some sexual dysfunctions, and can improve interpersonal relationships and self-perception. This study examined the relation between a comprehensive sexuality health education course and the self-perception of adolescents. Subjects were high school students who took either the self-esteem portion of a health class during the first 9 weeks of the first semester (N=104), students who took the reproductive knowledge portion of the class first (N=92), and a control group who took the health class second semester (N=86). Subjects completed the Self-Perception Profile for Adolescents and a teacher-made test of general reproductive knowledge as pretests, posttest, and delayed posttests. The results showed that students' level of reproductive knowledge was increased by taking the health class, but that students retained only 50% of that knowledge 9 weeks after taking the class. Analysis of the Self-Perception Profile posttest scores revealed no significant differences between groups. Changes in self-perception among students taking the self-esteem portion of the class were statistically insignificant. The survey instrument is appended. (NB)

ED 296 349   CS 211 356

Danis, M. Francine

Asking the "Irresistible Question": And Other Virtues of Interview Assignments.

PUB DATE- Mar 88

NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cognitive Development; *Freshman Composition; Higher Education; Interpersonal Communication; *Interviews; Questioning Techniques; Rhetoric; Teaching Methods; *Writing Exercises; Writing Improvement; Writing Processes

IDENTIFIERS- Rhetorical Effectiveness

In a composition course, interview assignments have four key virtues: (1) they are interesting in themselves; (2) they ease students into the demands of working with other people's ideas; (3) they offer a rationale for improving rhetorical skills; and (4) they allow students to experience adult, responsible roles in a social context. In addition, when students choose their own interview subjects and read their write-ups in class, they are able to introduce both classmates and teacher to new sources of information. Finally, teachers who draw explicit attention to the processes involved in interviewing have a good opportunity to reinforce other elements of the writing course, as well as to demonstrate the relevance of the composition class to other facets of students' lives, in and out of school. (Author/MS)

ED 296 363 CS 211 370

Language Arts Curriculum Guide, 1.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 87
NOTE- 115p.; For other guides in this series, see CS 211 369-377.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Course Content; *Course Objectives; *Grade 1; Grammar; Handwriting; *Language Arts; *Learning Activities; Listening Skills; Primary Education; Public Schools; Skill Development; Speech Communication; Spelling Instruction; State Curriculum Guides; Writing Instruction; Writing Skills
IDENTIFIERS- *Curriculum Emphases; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for first grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizing skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

ED 296 078 CE 050 217

Banks, John
Partnership--Parents and Secondary Schools. Working Document. European Community Action Programme. Transition of Young People from Education to Adult and Working Life.
IFAPLAN, Brussels (Belgium). Programme Information Office.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
REPORT NO.- 37WD87EN
PUB DATE- Jun 87
NOTE- 54p.; For other reports in this series, see CE 050 115, CE 050 117, and CE 050 213-219.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Demonstration Programs; Developed Nations; *Education Work Relationship; Foreign Countries; *Parent Associations; *Parent Participation; *Parent Role; *Parent School Relationship; Secondary Education; Vocational Education
IDENTIFIERS- *European Community

This report, one of a series on the work of the 30 pilot projects that formed the European Community's second program on the transition from education to adult and community life, is an interim progress statement on how the projects have developed new approaches to engaging parents' support of education. It highlights key points from the pilot projects as to what parents and parents' associations should do and what schools and local authorities should do to make the partnership between them more effective. Section I discusses roles for parents and parents' associations as partners with schools. Section II describes the role of schools in making parents more active partners. Section III describes how parents can be invited, encouraged, or helped to contribute to the life and work of secondary schools in the double role as parents of children in the school and as members of the local community. The last section summarizes the points on which action can be initiated by parents or parents' associations and by schools. It also draws the implications for supporting action by local authorities

responsible for education. An appendix provides an annotated list of 39 titles from "Innovations," a series of four-page profiles of new developments on curriculum, guidance, aspects of cooperation, provision for the disadvantaged, teacher training, and the improvement of opportunities for girls. A list of contacts for all pilot projects referred to in the text is also appended. (YLB)

ED 296 106 CE 050 359

Kelly, Gary L.

Improving Vocational Guidance and Counseling for Middle School Students by Maintaining a Regional Middle School Resource Center for Southwest Virginia. Final Report. Vocational Guidance and Counseling Project--Exemplary.

Roanoke County School Board, Salem, Va.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

PUB DATE- 15 May 88

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Audiovisual Aids; Career Counseling; *Career Guidance; *Education Service Centers; *Instructional Materials; *Occupational Information; Resource Centers; Secondary Education

IDENTIFIERS- Virginia

A project continued to improve and update the career resources in the Northside Junior High School Regional Resource Center in Virginia. Purchases included 25 computer programs, 4 sets of printed materials, 15 videotapes, and 28 books. Twelve school systems visited the center. Counselors, teachers, students, and parents evaluated the resources. The Regional Career Center concept proved to be a viable asset to educators across the state. Roanoke County planned to initiate a lending service and to continue supporting the centers at Northside High School and Northside Junior High School. (Appendixes include a list of materials purchased and a budget summary. (YLB)

ED 296 120   CE 050 403

Naylor, Michele
Preventing Obsolescence through Adult Retraining. ERIC Digest No. 72.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Education; *Corporate Education; Educational Benefits; Educational Needs; Financial Support; Postsecondary Education; *Program Content; *Program Development; Program Effectiveness; *Retraining; *Skill Obsolescence
IDENTIFIERS- ERIC Digests

In the past, employer-provided, job-specific training for new employees and continuing education for those who wished to advance in their jobs were often sufficient to keep abreast of technological changes. This is no longer the case, however. The substantial monetary and time expenditures associated with retraining programs that are begun only after workers' skills have become obsolete underscore the necessity of developing ongoing retraining programs geared toward persons who are currently employed. Business, labor unions, and government can all play a role in funding and/or providing retraining. Funders can make their influence felt by selecting the training provider and shaping the content of training. It is also possible to combine federal, state, and local government funding with union or business funds, as has been done in such states as Michigan, Delaware, and Alabama. The following all have a place in comprehensive retraining programs intended to prevent skill obsolescence: a counseling/educational guidance component; an assessment system; a support system (to provide such things as financial aid, child care, workplace study areas, and recognition of trainees' achievements); basic, vocational, and general skills programs; and management development programs. (MN)

ED 296 148 CE 050 442

Reserve Training. An Alternative to the Active Army Education Program for National Guard Technicians. Report to Congressional Requesters.
General Accounting Office, Washington, DC. Div. of National Security and International Affairs.
REPORT NO.- GAO/NSIAD-88-164
PUB DATE- Jun 88
NOTE- 35p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies--free; additional copies--$2.00 each; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Military Personnel; *Military Training; *Outcomes of Education; *Paraprofessional Personnel; Postsecondary Education; *Program Costs; *Training Methods
IDENTIFIERS- *Army National Guard

A study examined the Military Education Program (MEP) for Army National Guard technicians. The MEP is an active Army program providing leadership and advanced military occupational specialty technical training. The primary objectives of the study were to determine whether the revised Reserve Component Noncommissioned Officer Education Program is a viable alternative to the MEP for technicians, how technicians' participation in the MEP affects readiness, and how the MEP affects technicians personally (including leave and other benefits). The MEP and Revised Component Program were found to be generally similar in content, but the Revised Component Program courses are sometimes shorter. The MEP costs about three times more to attend than does the Revised Component Program. The National Guard's readiness is not measurably affected by technicians' participation in the MEP, but daily unit operations are sometimes disrupted. The requirement to attend MEP training does not generally impose a financial hardship on technicians, but it can create some inconveniences. (Appendixes contain detailed discussions of the study's objectives, scope, and methodology.) (MN)

ED 296 162 CE 050 460

Caskey, Faye
Leadership Style and Team Process: A Comparison of the Managerial Grid and Situational Leadership. Training and Development Research Center Project Number Twenty-Five.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- Jun 88
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; Comparative Analysis; *Group Dynamics; *Leadership Styles; *Leadership Training; Management Development; *Teamwork
IDENTIFIERS- *Hersey Blanchard Situational Leadership Model; *Managerial Grid

This monograph identifies literature on human systems developed from the primary constructs of "task" and of "maintenance" or "relationship." It reviews definitions of leadership and team process and the use of the primary constructs in leadership literature and in team process literature. Then, the monograph systematically reviews and compares two frameworks developed on the balance of task and maintenance or relationship--the Managerial Grid (Blake and Mouton, 1978) and Situational Leadership (Hersey and Blanchad, 1982). Each review includes an overview and sections on purpose, constructs with anticipated results, related concepts, validity, recent writings, research and results, critiques in the literature, and a concluding critique. The conceptual analysis identifies questions of construct validity and invites further development of theory based on the constructs "task" and "maintenance." The monograph concludes with a summary, a chart comparison of the Managerial Grid and Situational Leadership frameworks, and a 176-item reference list. (YLB)

ED 296 206 CG 020 896

Dropout Prevention: A Manual for Developing Comprehensive Plans.

Miami Univ., Coral Gables, FL. Florida Center for Dropout Prevention.

PUB DATE- Sep 86
NOTE- 184p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Dropout Characteristics; *Dropout Prevention; *Dropout Programs; High Schools; *Planning; *Program Implementation; *State Legislation
IDENTIFIERS- Florida

This manual for dropout prevention planning was prepared to assist Florida schools in developing a comprehensive plan for effective dropout prevention programs in compliance with the state's Dropout Prevention Act. The manual is divided into three parts. Part A contains instructions for developing the comprehensive plan, as well as explanations of required components of the plan. Part B contains descriptions of numerous dropout prevention approaches, lists of resources to assess program implementation, criteria for the identification of dropouts, and program evaluation suggestions. Part C addresses each dropout prevention program category separately. Program categories discussed include dropout retrieval, educational alternative, teenage parent, substance abuse, disciplinary, youth services, and community based programs. For each category, statutory criteria, sample goals, program delivery options and components, and examples of promising programs are provided. These items are intended to serve as guidelines and ideas for developing individual dropout prevention program descriptions. Appendices include the Dropout Prevention Act and other relevant statutes, an analysis of dropout rates by district, a table showing births to mothers under 19 by county, forms, information on sources of funding, a list of resource persons, and a program description checklist. A bibliography is included. (ABL)

ED 296 220 CG 020 910

Chambliss, Catherine A.; Hartl, Alan

Dual Wage Families: Optimizing Mutual Growth.

PUB DATE- Apr 88

NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Symposium on Building Family Strengths (4th, University Park, PA, April 5-7, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Coping; *Counseling Objectives; Counseling Techniques; *Dual Career Family; *Employed Parents; *Family Problems; Intervention; *Life Style

Dual wage families are becoming the norm. Increased maternal participation in the workplace has transformed the lives of families and these dramatic changes have created an urgent need for strategies to assist families with two working parents. Most individuals pursuing this lifestyle are eager to learn how to cope more effectively with various common sources of conflict. Helping these families requires an understanding of their conflicts and stressors, and the application of appropriately conceived interventions. Four factors have been found to characterize successful dual earner couples. These couple-attitudes are commitment to an egalitarian lifestyle; assumption of a high degree of personal responsibility and recognition of choices; self-perception as generally competent; and demonstration of a high degree of mutual trust and respect. An intervention which has been successfully used with a diverse group of dual wage family members focuses on building stress-resistance strategies by building an orientation of hardiness. In the 1980s it seems that more couples would like a more truly egalitarian lifestyle, one in which both husband and wife, each equally committed to family and work, aspire to integrate their two roles as parent and worker and to view family and work as complementary, rather than adversarial segments of life experience. (ABL)

ED 296 234 CG 020 924

Salm, Don
New Law Relating to Child Custody Determinations in Actions Affecting the Family (1987 Wisconsin Act 355, as Affected by 1987 Wisconsin Act 364). Information Memorandum 88-5.
Wisconsin State Legislative Council, Madison.

PUB DATE- 3 May 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Custody; Child Welfare; *Divorce; Family Problems; *Parent Child Relationship; *State Legislation
IDENTIFIERS- Wisconsin

This information memorandum of the Wisconsin Legislative Council describes two pieces of state legislation: 1987 Wisconsin Act 355, which revises the laws relating to child custody determinations in actions affecting the family, and 1987 Wisconsin Act 364, which clarifies and revises the initial applicability provisions in Act 355. Part I of the memorandum presents highlights of Act 355 as affected by Act 364. Part II gives a background report on major child custody issues, including discussions of the Legislative Council's Special Committee on Custody Arrangements, definition clarifications, child custody dispute resolution procedures, the joint custody award system, the standard for change in custody, removal of child's residence, and visitation rights of nonparents. Part III contains a description of 1987 Wisconsin Act 355, as affected by 1987 Wisconsin Act 364 and includes sections on: (1) definitions; (2) joint legal custody; (3) periods of physical placement and visitation rights of nonparents; (4) additional factors in custody determinations; (5) mediation of legal custody and physical placement disputes; (6) standards for modification of legal custody and physical placement orders; (7) change of residence of legal custodian and child; (8) guardian ad litem legal education requirements and other guardian ad litem provisions; (9) access to records; (10) family court commissioner's information services; and (11) initial applicability of the acts. Statutes applicable to rebuttable presumption in the new joint legal custody law are appended. (NB)

ED 296 278 CS 009 183

Kearney, Linda
Frank C. Laubach, Literacy Pioneer.
PUB DATE- 25 Apr 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Literacy; Developing Nations; *Foreign Countries; Illiteracy; *International Programs; *Literacy; *Literacy Education; Phonetics; Reading Instruction; Teaching Methods
IDENTIFIERS- Historical Background; Idealism; *Laubach (Frank C); Laubach Method; *Literacy Campaigns; Philippines

A fervent idealist whose dream was to eliminate illiteracy throughout the world, Frank C. Laubach sought to bring Christianity to the masses by giving them the ability to read and spread the teachings of the Bible. In working with people in the nonindustrialized nations, Laubach also saw the need for economic and political self-sufficiency. He believed literacy could be a means of emancipation for the downtrodden. During his lifetime, Laubach personally conducted literacy campaigns in 65 countries and helped to prepare literacy charts and primers in 312 different languages. Laubach's literacy work began in the Philippines, where he developed a system using "key words" to teach consonant and vowel sounds--and ultimately words--to the Moro people, a group of Moslem Filipinos. During the 1930s Laubach developed phonetic primers, including key word charts, in hundreds of languages for use in India, Africa, and Asia. He spread the word of "lightning literacy," the ability to teach an illiterate to read in a few short lessons. When he could not travel in Asia during World War II, he focused his attention on Central and South America. The thrust of Laubach's work for many years was not illiteracy in the United States, but illiteracy in countries where the majority of people could not read. In the 1950s, however, Laubach's methods were adapted for Americans. (One chart is included, and 11 references are appended.) (MM)

ED 296 292 CS 009 201

Foorman, Barbara R.; Liberman, Dov

Visual and Phonological Processing of Words: A Comparison of Good and Poor Readers.

PUB DATE- Apr 88
NOTE- 21p.; Portions of this paper were presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; *Decoding (Reading); Grade 1; Oral Reading; Phoneme Grapheme Correspondence; *Phonics; Primary Education; *Reading Ability; Reading Difficulties; *Reading Processes; Reading Research; Reading Tests; Spelling
IDENTIFIERS- Phonological Processing; Visual Processing

Investigating how good and poor readers process words, a study examined the spelling and reading processes of 80 middle-class first grade students from three schools in Houston, Texas, 40 who were receiving whole word instruction, and 40 receiving phonics instruction. Based on scores from the Gates-McGinitie Reading Test, Basic R (administered in October of the first grade year), subjects whose grade equivalency scores were greater than 1.3 were categorized as good readers, and those with scores equal to or less than 1.3 were categorized as poor readers. To determine whether words were processed visually or phonologically, students were given 60 single-syllable words--consisting of regular words, whose spelling conformed to grapheme-phoneme correspondence (GPC), and exception words, whose spelling did not conform to GPC--to read orally, spell, and recognize in lists of other words. After a week-long spelling test covering the words, students were administered the Peabody Picture Vocabulary Test, an oral reading test of the 60 words, a recognition reading test of the 60 words (with and without a clue condition), and Rosner's Test of Auditory Analysis Skills (TAAS). Results indicated that both good and of

poor readers processed words differently depending on the nature of the task. Good readers were superior in phonological recoding and application of GPC rules and were weaker in utilization of visual-orthographic knowledge. Mid-year data collected in February and end-of-the-year data collected in May will also be analyzed. (Two tables of data are included.) (MM)

ED 296 306 CS 009 216

Street, Brian
Comparative Perspectives on Literacy Research.
PUB DATE- Oct 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Boston University Conference on Language Development (12th, Boston, MA, October 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Literacy; Cultural Context; Developing Nations; Foreign Countries; *Functional Literacy; Illiteracy; *Literacy Education; *Research Needs; Theory Practice Relationship
IDENTIFIERS- *Community Literacy

Three possible directions for literacy research in the United Kingdom (UK), in terms of three comparative perspectives are (1) cross-cultural, (2) academic/practitioner, and (3) adult/school. Walter Ong's argument that with the advent of writing human consciousness and ways of thinking were altered fundamentally, underlies many of the claims for literacy made within literacy programs in schools and in adult settings, both in the Third World and in developed societies. Recent ethnographies of literacy are beginning to challenge and undermine the theoretical basis of Ong's argument, and a new theoretical framework and a new set of questions for research are called for in literacy studies. Suggested research topics include: (1) investigation of whether the modern nation state uses literacy teaching and practices as a means to homogenize its borders and to make the cultural boundaries coterminous with political boundaries; (2) an overview of the social and cultural characteristics of literacy teaching situations that might identify features helpful to those in the field; (3) ethnographic studies on the uses of literacy in the community and on the networks and reciprocities involved to identify the teaching and learning contexts and processes most likely to succeed; and (4) a social history of the actual practices of literacy teaching and learning. (Forty-four references are attached.) (RAE)

ED 296 321   CS 211 323

Castro, Caridad; And Others

A Pedagogically Sound Approach to the Development of Editing Materials.

PUB DATE- Mar 88

NOTE- 15p.; Paper presented at the National Association of Developmental Education Conference (Orlando, FL, March 10-12, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Classroom Research; *College English; Community Colleges; *Curriculum Development; Developmental Programs; *Editing; *Grammar; Language Usage; *Revision (Written Composition); Two Year Colleges; Writing Exercises; Writing Improvement; *Writing Instruction; Writing Research; Writing Skills

IDENTIFIERS- Miami Dade Community College FL

A project followed the development of a curriculum of editing assignments used to bridge the gap between Miami-Dade Community College students' passive command of grammatical rules and active use of them in their writing. Assumptions and strategies used in developing the curriculum included: (1) the idea that editing must be seen as a part of the writing process but must not be allowed to constrain fluency; (2) a focus on one type of grammatical error at a time so as to minimize confusion for second-language or second-dialect speakers; and (3) incorporation of errors from actual student writing as examples. After a pilot study in which 95% of the 450 students participating attested to the effectiveness of the editing curriculum, a classroom research project was undertaken. Results indicated that the editing approach promoted grammatical accuracy in writing better than a traditional lecture and grammar drill approach. Implications for teachers and curriculum developers include the fact that editing assignments are not a cure-all for grammar deficiencies but should be used in conjunction with sustained writing practice and reading assignments and that all varieties of English should be presented as useful and appropriate for different contexts. (Two tables of data are included, and one page of references is attached.) (MHC)

ED 296 335 CS 211 341

Wiley, Mark L.
The Contexts of Composing: A Dynamic Scene with Movable Centers.
PUB DATE- Mar 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; Higher Education; Language Role; Phenomenology; *Self Concept; Theory Practice Relationship; *Writing Instruction; *Writing Processes
IDENTIFIERS- Academic Community; Academic Language; *Author Text Relationship; Discourse Aims; Husserl (Edmund); Writing Attitudes

An examination of the transformations that the concept of genius undergoes when viewed through the apparently incommensurable expressivistic and social views of composing helps to reconcile phenomenologically objective descriptions of composing with value-laden descriptions of the self in the act of writing. When the description of composition is changed, a different aspect of the complex act of composition is highlighted and the center of the composing act is moved to a new location. Both descriptions carry with them assumptions on the value of writing and of the notion of the "self" writing. A series of brief but contrasting descriptions of the composing process serves to suggest representative positions compositionists have taken. In the expressivistic view, the self struggles both with and against language in order to understand and extend the autonomous self but loses opportunities to enlarge and enrich the self through participation in cooperative projects. The self in the social constructivist view must conform to linguistic form and convention but decreases self-definition. If Husserlian phenomenology is to aid in the study of the complex act of composing, it must take into account individuals composing in various scenes, directed toward different purposes, and using a variety of discourse forms. How composing processes are understood and described has important consequences for the writing teacher's students, not only in the classroom but later when they leave the university. (RS)

ED 296 378 CS 506 176

Rouner, Donna; Noyes, Amy

Expectations of Rock Music Consumption for Entertainment and Information Relative to the Active Involvement of the User.

PUB DATE- Jul 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; *Adolescents; Audience Analysis; Communication (Thought Transfer); High Schools; High School Students; Information Sources; *Mass Media Effects; *Mass Media Use; Media Research; *Music; Popular Culture; *Socialization
IDENTIFIERS- Audience Research; Consumers; *Gratifications Sought; Involvement Behavior Questionnaire; Lyrics; *Rock Music

Before examining potentially negative effects of rock music on adolescents, it is necessary to demonstrate links between adolescent motivations for consuming rock music and active involvement relative to that use and also to consider how much rock listeners rely on rock music as a source for information about values, beliefs, and social interaction. A study hypothesized that rock music users with personal or social utility gratifications will demonstrate acute and more enduring types of active involvement. Subjects, 175 public school students from three senior high schools in the Cleveland (Ohio) metropolitan area, were surveyed with self-report questionnaires. Results indicated that rock music listening is varied, sometimes quite active. Findings also showed a strong relationship between gratifications sought, whether content utility or process specific, and two types of rock music activity, Involvement and Comparing. (Four tables of data are included, and 20 references are appended.) (MS)

ED 296 392   CS 506 236

Shields, Steven O.; Ogles, Robert M.
The Contribution of "Around the Dial" to American Music Radio Announcing Culture.
PUB DATE- Mar 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Culture Association (10th, New Orleans, LA, March 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Broadcast Industry; Content Analysis; Mass Media Role; Media Research; Music; Organizational Communication; Periodicals; *Popular Culture; Programing (Broadcast); *Radio
IDENTIFIERS- *Around the Dial (Journal); *Disk Jockeys; Popular Music; Radio Chatter

Shared conventions of the modern radio industry should allow radio announcers and other producers of radio content to distinguish "good radio" from "bad radio." To help in making this distinction, a study delineated some of the basic conventions used in the production of radio content and analyzed the frequency of their appearance in a popular audio magazine targeted at contemporary disc jockeys. First, from the content of issues 1-100 of "Around the Dial" (ATD), an audio aircheck periodical published monthly since November, 1976, 452 representative segments were selected as a sampling frame; next, using a random selection procedure, 100 segments were drawn out for analysis. Analysis focused on three conventions: format type, frequency band, and class of service. Findings which showed that patterns of conventions may exemplify standards of "good radio" include (1) "good" music radio formats are likely to be some current derivative of Top-40 (e.g., Contemporary Hit Radio, Oldies); (2) although ATD presents an accurate ratio of AM to FM segments, the world of "good radio" presented by ATD is dominated by clear-channel AM stations in the United States; (3) the world of "good radio" exists in the top-ten Arbitron markets; (4) announcers who work on the air during the morning drive-time daypart apparently are "better" than those who work at other times of the day; and (5) there are more males than females in all dayparts. (Sixteen notes are attached.) (MS)

ED 296 405 CS 506 249

Williams, Tannis MacBeth; And Others

Messages about Education in TV Programs Popular with Children and Teenagers. Final Report.

British Columbia Univ., Vancouver. Dept. of Psychology.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adolescents; Career Awareness; *Commercial Television; Drug Abuse; Drug Use; Educational Research; Elementary Secondary Education; *Mass Media Effects; Occupational Aspiration; Part Time Employment; *Popular Culture; Preadolescents; *Programing (Broadcast); Role Conflict; Role Models; Self Efficacy; Sex Stereotypes; Socioeconomic Status; Student Behavior; Television Research; *Television Viewing; Violence
IDENTIFIERS- Audience Research; Educational Awareness; Materialism; *Prime Time Television

Televised portrayals of variables that are related to educational and occupational aspirations and educational motivation have the potential to influence viewers' attitudes, expectations, and behaviors in these domains. In order to test this premise, a study assessed messages about these variables and about drug use in the prime-time television programs on ABC, CBS, and NBC most popular with children (aged 6-11) and teenagers (12-17) in the United States. Fifty-one programs for children and teens, selected on the basis of Nielsen ratings of the top 20 prime-time programs in November 1985 and November 1986, were analyzed with a mixture of quantitative and qualitative content analysis and elements of audience research. Results showed programs can be placed in two categories: (1) programs in which the producers seemed to be making a conscious effort to include some content of special interest to, and with potential benefit for, children and teens, including, but not limited to, messages concerning educational and vocational motivations and aspirations and achievement; and (2) programs in which there is little if any focus on learning in the broad sense or education in the narrow sense. Programs in both categories have considerable sex stereotyping, contain little information about occupations and schools, and focus on middle and upper socio-economic status and materialism. (Five tables of data are included and 110 references are appended.) (MS)

ED 296 419 CS 506 270

Aiex, Nola Kortner
Communicating within Organizational Cultures. ERIC Digest No. 5, 1988.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- RI888-06-2001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Audience Awareness; *Communication Research; *Language Role; Metaphors; *Organizational Communication; *Speech Communication; Technical Writing; Values; *Writing Instruction
IDENTIFIERS- ERIC Digests; Japan; *Organizational Culture

In the present decade, many management and organizational communication scholars have explored a guiding metaphor--organizational culture. Japanese industry has developed a corporate model that may have provided the concepts involved in organizational culture: ideology, beliefs, rituals, myths, and symbols. Organizational culture is inextricably interwoven with speech communication, but organizational communication entails more than just speech communication. A recent survey has found that professional communicators rate the ability to define corporate and communications objectives as their most important concerns. Technical writing is also a prime concern of corporate professionals. The manner in which organizations and the people who work within them use language is directly related to the concept of organizational culture, since language is the prime element with which values are articulated and communications are transmitted and understood. (MS)

ED 296 433 EA 019 991

Runkel, Philip J.; Schmuck, Richard A.
An Account of Studies of Organizational Development in Schools.
Oregon Univ., Eugene. Div. of Educational Policy and Management.; University Council for Educational Administration.
PUB DATE- Oct 87
NOTE- 100p.; Produced by the UCEA Center on Organizational Development in Schools.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Educational Improvement; *Educational Research; Elementary Secondary Education; *Organizational Development; *Outcomes of Education; *Specialists

Most organizational development (OD) projects in schools are never reported in the literature. This paper discusses benefits, outcomes, and success factors disclosed by the first large-scale quantitative survey of OD in schoools conducted by Fullan, Miles, and Taylor in 1978. The paper also explores other relevant studies published through early 1983. First, four research and evaluation studies on cadres of organizational specialists (in "Keele"--a fictitious town--Washington; Eugene, Oregon; Buffalo, New York; and New South Wales, Australia) are discussed, along with more recent efforts in Colorado, Florida, Idaho, and California. Next, the paper reviews 13 large-scale research studies, including the Cooperative Project for Educational Development (1965), a high school renewal project (1979), an Oregon organizational training project (1970), and an Oregon innovative elementary schools project (1970). A dozen other studies are briefly discussed. Last, the chief conclusions from OD research in schools are summarized. Entry and start-up success depends on adequate staff orientation time, staff consent, readiness to risk change, support from the top, and an active staff "variety pool." During transition, OD projects have little chance of success if efforts are focused on improving individuals as individuals. OD's success is more likely when connected with an educational improvement program stressing tasks, not personal growth. Outcomes vary depending on intent and can increase trust, improve comunication, and help facilitate stressful organization changes. Included are 89 references. (MLH)

ED 296 447 EA 020 095

Shaughnessy, Mary Angela
A Primer on School Law: A Guide for Board Members in Catholic Schools.
National Catholic Educational Association, Washington, D.C.
REPORT NO.- ISBN-1-55833-000-3
PUB DATE- 88
NOTE- 54p.
AVAILABLE FROM- Publications, National Catholic Educational Association, 1077 30th St. N.W., Washington, DC 20007 ($6.60).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Board of Education Role; *Catholic Educators; Catholic Schools; *Compliance (Legal); Constitutional Law; Court Litigation; Educational Policy; Elementary Secondary Education; *Legal Responsibility; *School Law; Search and Seizure; State Church Separation; Student Rights; Teacher Discipline; Teacher Dismissal; Teacher Rights; Torts

This booklet provides prospective and current Catholic school board members with basic information concerning civil law as it affects schools in general and Catholic schools in particular. Chapter 1 describes the two main types of Catholic school boards: consultative boards, in which the pastor of the diocese has final authority to accept the recommendations; and boards with limited jurisdiction, constituted by the pastor to govern the parish education program, subject to certain decisions reserved to the pastor and the bishop. Chapter 2 outlines the laws affecting Catholic education in the United States, including constitutional law, statutes and regulations, common law, and contract law. Chapter 3 discusses tort liability of schools, focusing on cases brought against schools for negligence, corporal punishment, search and seizure, and defamation. Chapter 4 discusses the duties and rights of school employees, particularly with regard to discipline and dismissal of teachers. Chapter 5 discusses the duties and responsibilities of board members to the diocese and church, to the principal, to teachers, and to parents, students, and the community. The concluding chapter offers general recommendations to Catholic board members for dealing with tort law, for developing a parent/student handbook that expresses the school board's philosophy, and for adhering to due process. A glossary of terms is included. (TE)

ED 296 065 CE 049 995

Bergman, Simon

Transition to Old Age (Transition to Retirement).

PUB DATE- Jul 87
NOTE- 32p.; Paper presented at the Biannual Meeting of the International Society for the Study of Behavioural Development (Tokyo, Japan, July 12-16, 1987). Alternate title: "Retirement as a Transition to Old Age."
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age Discrimination; *Aging (Individuals); *Early Retirement; Gerontology; Labor Force Nonparticipants; *Older Adults; Policy Formation; Public Policy; *Retirement; Retirement Benefits; Role Conflict
IDENTIFIERS- *Life Transitions

Several conceptualizations and definitions of retirement have been proposed. One of them--the three-stage transition process--can be illustrated from studies in Israel: (1) leaving the old role; (2) going through the act of formal separation; and (3) adjusting to the new situation and role. Today's higher rate of survival into later years means that retirement can be extended into a period of 15-20 years during which three additional subtransitions may occur: onset of sickness and disability, institutionalization, and widowhood. The growing trend of early retirement causes a further extension of the retirement period through earlier entry into this role by relatively young old persons, widening the gap between retirement and traditional concepts of old age. Analysis of some research findings reveals conflicting role expectations and strain resulting from early transition into retirement status and role. It is tentatively suggested that three distinct substages emerge in the extended retirement period: pre-aging retirement (early retirement), active (engaged) retirement, and passive (stabilized) retirement, each with its own characteristics and needs. These developments require long-range planning, with both individuals and society adjusting to specific situations and needs as they arise. (KC)

ED 296 178 CE 050 556

Lisack, J. P.; Shell, Kevin D.
Labor Force Study: Elkhart, Indiana. Manpower Report 88-1.
Purdue Univ., Lafayette, Ind. Office of Manpower Studies.
PUB DATE- 14 Jan 88

NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Needs; *Employer Attitudes; *Employment Patterns; *Employment Projections; Entry Workers; *Labor Market; *Labor Needs; Postsecondary Education; Secondary Education; Skilled Workers; Unskilled Workers
IDENTIFIERS- *Indiana (Elkhart)

A survey of 379 Elkhart County, Indiana, employers was conducted to determine the local labor force situation. Replies received from 141 employers were analyzed, with the following findings reported: (1) more than 520 job openings existed for unskilled, entry-level jobs, but employers were having trouble filling them because candidates were poorly prepared or had bad attitudes, and because the jobs paid poorly and were on late shifts; (2) employers anticipated an annual shortage of 435 skilled personnel due to an inadequate supply of qualified applicants and low pay levels; (3) employers said that hindrances to hiring or retaining skilled or unskilled personnel were attendance problems, poor work record and unreliability, unwillingness and/or inability to learn, drug or alcohol problems, disciplinary problems, inability to get along with others, and low academic and job-skill levels; (4) employers reported high levels of unmet training needs; and (5) employers suggested that schools try harder to teach students basic skills and work attitudes and that colleges teach more supervisory skills to higher-level workers. (In addition to the survey results, this report includes data for Elkhart County showing that (1) the lack of low to moderately priced housing may be affecting some new potential employers from moving into Elkhart County and (2) the number of students in grades 7-12 has been declining and will continue to decline, while more high school graduates are pursuing higher education, making them less available for immediate employment.) (Attachments and appendixes include the survey, written and summary responses, data tables, and several articles targeted to employers.) (KC)

ED 296 250 CG 020 942

Fredisdorf, Mark

Alcohol and Other Drug Program School Grant Study. Bulletin No. 8343.

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Pupil Services.

PUB DATE- 87

NOTE- 64p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Drug Abuse; *Drug Education; *Elementary Secondary Education; Grants; *Intervention; *Prevention; *Program Effectiveness; School Community Relationship; State Boards of Education

IDENTIFIERS- Wisconsin

A Wisconsin program which provided grants to schools for projects that addressed prevention and intervention services for alcohol and other drugs was examined. A survey of fully implemented programs yielded 81 usable prevention and 47 usable intervention questionnaires. Results showed that the school grant program had served as an effective catalyst for motivating schools to develop and implement drug and alcohol prevention programs. Most school districts had maintained and often expanded their efforts in years subsequent to receiving funds. School programs were predominantly school-based and did not systematically involve community members or agencies. Project directors generally viewed existing school-based programs as effective in addressing drug and alcohol problems. However, there was a perceived need to go beyond the current level of effort to provide comprehensive services to all grade levels. Many schools had a shortage of properly trained personnel. The greatest obstacles to providing effective prevention and intervention services were high rates of alcohol and drug use in homes and communities; denial of alcohol and drug abuse problems among students, parents, and other community members; and lack of staff time for prevention and intervention activities. Project directors indicated a need for schools to initiate greater involvement of parents, non-school alcohol and drug agencies, and other community organizations in school activities. *(ABL)*

ED 296 265 CG 020 957

Perlberg, Arye; Keinan, Giora

Stress in Academe--A Cross-Cultural Comparison between Israeli and American Academicians.

PUB DATE- Apr 88
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Cross Cultural Studies; Foreign Countries; Higher Education; *Stress Variables; *Teacher Attitudes; *Work Environment
IDENTIFIERS- *Israel; *United States

The effects of stress on the physical and psychological well-being of people in different professions and occupations have become a focal interest of researchers and clinicians. There is growing evidence that stress adversely affects the performance, productivity, job satisfaction, health, and the general quality of life of professionals and of people in general. This study of the sources and patterns of occupational stress experienced by Israeli faculty members is a partial replication of a study of faculty stress in American universities reported by Gmelch, Lorvich, and Wilke (1983, 1984). A total of 100 faculty members drawn from all Israeli universities were sampled. They were asked to complete a Hebrew version of the Faculty Stress Index developed by Gmelch et al. to measure the degree of stress resulting from various sources and the overall intensity of stress experienced on the job. Comparison of the responses to the questionnaire revealed a high degree of similarity between the two cultures in the patterns of the results. Both the Americans and the Israelis ranked the sources of stress similarly. The intensity of stress experienced by Israelis, however, was reportedly lower than that of their American colleagues. (Author)

ED 296 350 CS 211 357

Beal, Carole R.
Elementary School Children's Ability to Evaluate and Revise the Communicative Quality of Written Texts.
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Editing; *Elementary School Students; Grade 4; Grade 6; Intermediate Grades; Reading Ability; *Reading Comprehension; Reading Research; *Revision (Written Composition); Writing Skills

IDENTIFIERS- *Comprehension Monitoring; *Revision Processes; Story Writing; Text Factors; Text Organization; Writing Tasks

To learn when children would be able to evaluate and revise texts that presented significant comprehension problems, and to investigate the relationship between general reading skill and comprehension monitoring and revision skills, a study administered revision tests to 65 fourth grade and 38 sixth grade students from a rural New England school district. Students were classified as good, average, or poor readers on the basis of their reading comprehension scores on the Gates-MacGinitie test. Students participated in three revision tasks: (1) story writing and revision; (2) revision of a peer story; and (3) a comprehension monitoring and revision interview, where students were asked to evaluate and revise eight experimental texts containing different comprehension problems. Results indicated that although students took their role as "editors" seriously and made suggestions for improving the texts, they had difficulty seeing that the sentences were inconsistent or that the information necessary for complete comprehension was not actually provided in the texts. Findings showed a strong relationship between students' reading ability and their comprehension monitoring and revision performance. Also, the performance of good readers improved more with age than that of average and poor readers. Finally, a comparison of students' performance on the different types of text problems showed that they were able to use several revision strategies, such as addition and deletion, to improve texts. (Three tables of data and four figures are appended.) (MM)

ED 296 364 CS 211 371

Language Arts Curriculum Guide, 2.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 87
NOTE- 128p.; For other guides in this series, see CS 211 369-377.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Course Content; *Course Objectives; *Grade 2; Grammar; Handwriting; *Language Arts; *Learning Activities; Listening Skills; Primary Education; Public Schools; Skill Development; Speech Communication; Spelling Instruction; State Curriculum Guides; Writing Instruction; Writing Skills
IDENTIFIERS- *Curriculum Emphases; Organizational Skills; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for second grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

ED 296 079 CE 050 218

Banks, John
Guidance and the School. Working Document. European Community Action Programme. Transition of Young People from Education to Adult and Working Life.
IFAPLAN, Brussels (Belgium). Programme Information Office.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
REPORT NO.- 07WD87EN
PUB DATE- Jul 87
NOTE- 78p.; For other reports in this series, see CE 050 115, CE 050 117, and CE 050 213-219. 050 213-219.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Guidance; *Demonstration Programs; Developed Nations; *Education Work Relationship; Foreign Countries; Guidance Objectives; *Guidance Personnel; *Guidance Programs; Program Implementation; *Program Improvement; School Counseling; *School Guidance; Secondary Education; Student Role
IDENTIFIERS- *European Community

This report is one in a series on the work of the 30 pilot projects that form the European Community's second Programme on the Transition from Education to Adult and Working Life. The report reviews new demands on guidance and new approaches that have been developed to meet them, reviews the responses made by the Transition Programme pilot projects and other innovative programs, and makes recommendations based on this experience. The report covers the following: (1) the new demands on guidance, new initiatives in response to those demands, and consequent changes in the concept of guidance; (2) the prerequisites for successful guidance at the school level; (3) the place of guidance in the curriculum and the use of various forms of experiential learning; (4) the importance of cooperation between schools and parents and the roles of guidance counselors and students; (5) post-school guidance follow-up for young people who have already left the school system; and (6) conclusions and recommendations based on the experience of the transition projects and other innovative programs. Appended is an annotated list of 39 titles from "Innovations," a series of profiles of new developments on curriculum, guidance, cooperation, provision for the disadvantaged, teacher training and the improvement of opportunities for girls. Also appended is a list of contacts for all pilot projects cited in the text. (KC)

ED 296 092 CE 050 289

Using the Language of Industry. The Illinois Plan for Industrial Education.

Illinois State Univ., Normal.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 87
NOTE- 193p.; For related documents, see CE 050 288-298.
AVAILABLE FROM- Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Architectural Drafting; Behavioral Objectives; *Building Plans; *Drafting; Engineering Drawing; *Industrial Education; *Industry; Junior High Schools; Learning Activities; Lesson Plans; Middle Schools; Statewide Planning; Technical Education; *Technological Literacy; Technology

This guide, which is one of the curriculum guides in the "Exploration Curriculum Development Initiative" (Exploration) series intended to assist junior high and middle school industrial educators in helping their students explore diverse industrial situations and technologies used in industry, deals with using the language of industry. The following topics are covered in the individual lessons: introduction to drafting (drafting applications and the communication process); sketching single-view, pictorial, and multiview drawings; reading multiview drawings; developing an architectural floor plan (architectural drawing and procedures for developing a floor plan); reading an architectural floor plan (reading plans and identifying positive features and flaws in them); sketching a schematic diagram (symbols used in schematic diagrams and sketching procedures); reading schematic diagrams; sketching graphs and charts; and reading graphs and charts. The guide includes the rationale behind its development, hints to the teacher, lesson plans, student handout masters, teacher aids, a unit examination, and a list of references. The lesson plans include cross-referenced lists of objectives, lesson content, and learning activities. (MN)

ED 296 107 CE 050 361

McCormack, Margaret K.

Child Development Associate National Credentialing Program. Curriculum Guide. CDA Assessment System and Competency Standards for Family Day Care Providers. Competency Goal IV: Families.

South Seattle Community Coll., Washington.

SPONS. AGENCY- Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 88
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Behavioral Objectives; *Child Caregivers; *Child Development; Competency Based Education; *Credentials; Curriculum Guides; *Family Day Care; Occupational Home Economics; Postsecondary Education; Teaching Methods

This curriculum guide is designed to provide background information and a suggested format for instructors engaged in the training of child development associate (CDA) family day care providers in the competency goal of families. Part 1 provides the trainer with an overview of current research on families in family day care and their hopes and concerns relating to day care. This information is valuable for background knowledge and can be incorporated into classroom lectures/discussion or read by the student who is working alone. Part 2 is divided into four unit outlines for use by the trainer in a class situation or by the student working alone. The four units are: structure of families; communication with families; families and child development; and families and cultures. Each curriculum unit outline includes teaching objectives, CDA sample caregiver behaviors, content outline, suggested teaching methods and evaluation approaches, and resource materials. The units emphasize a competency-based curriculum, which trainers are encouraged to individualize to the needs and experiences of the family day care providers. Extensive appendixes include materials on the structure of families including the developmental content of the families competency goal; materials on communication with families including a list of steps in choosing child care and a forced choice values test for the CDA student; information on developmental stages, engaging parents in problem solving, and toilet training; and reprints of three articles concerning families and cultures. A bibliography is provided. (YLB)

ED 296 121   CE 050 404

Harrison, Cheryl
Learning Management. ERIC Digest No. 73.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Education; *Adult Learning; *Corporate Education; Group Instruction; *Learning Processes; *Learning Strategies; Models; *Problem Solving; Staff Orientation
IDENTIFIERS- ERIC Digests

The skills of knowing how to learn and apply information, which have been collectively grouped under the heading "learning management," are becoming increasingly important as society progresses farther into the information age. Because adult learning is usually more self-directed and because adults are largely free to determine their learning objectives, they must learn to manage their learning even more than young people who are still in school. Several courses in learning management have been developed to meet the growing need for instruction in this area. Although most are based on the premise that learning how to learn can and should be an integral part of learning a content area, at least one undergraduate level course (part of the Cognitive Learning Strategies Project at the University of Texas at Austin) is devoted to learning to learn as an area of study apart from any other content area. The latter course focuses on executive control and knowledge acquisition processes, active study skills, and support strategies (such as reducing anxiety and dealing with procrastination). According to one researcher, memorizing, understanding, and doing (MUD) are the keys to learning. Proceeding from this premise, teachers are urged to use few formal lectures, plan for group work, use nonassessed worksheets, and allow a pondering period in each class session. Group problem-based learning is another method of enhancing learning management skills. It is particularly well-suited to worksite learning management programs. (MN)

ED 296 135 CE 050 422

Determine Needs and Interests of Students. Second Edition. Module B-1 of Category B--Instructional Planning. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-254-6
PUB DATE- 88
NOTE- 64p.; For related modules, see ED 289 964 and CE 050 423-428.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classroom Techniques; Competence; *Competency Based Education; Course Content; Course Organization; Educational Resources; Independent Study; Learning Activities; Learning Modules; Postsecondary Education; Student Characteristics; *Student Interests; *Student Motivation; *Teacher Education; Teaching Methods; Vocational Education; *Vocational Education Teachers

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preservice and inservice preparation of teachers and other occupational trainers in all occupational areas. This module contains four learning experiences that are designed to familiarize teachers/student teachers with a variety of techniques they can use to determine students' needs and interests and to give them practice in using these techniques. Each learning experience contains an objective, several activities, information sheets, resource lists, and a self-check with model answers. The final learning experience requires the teacher/student teacher to demonstrate competency in applying the material of the module in an actual teaching situation. (KC)

The Fair Labor Standards Act. Enforcement of Child Labor Provisions in Massachusetts. Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-88-54
PUB DATE- Apr 88
NOTE- 24p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies--free; additional copies--$2.00 each; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Labor; *Compliance (Legal); Employment Practices; Employment Problems; *Federal Legislation; *Labor Legislation; *Law Enforcement; Occupational Safety and Health
IDENTIFIERS- *Fair Labor Standards Act; *Massachusetts

During 1987, investigations of 113 cases of alleged or suspected child labor violations at Massachusetts business establishments were conducted. Thirteen (38 percent) of these were randomly selected for review. Compliance officers in the Department of Labor's Wage and Hour Division substantiated child labor violations in 9 of the 13 cases. A total of 846 minors were found working longer hours or outside the time frames allowed under the Fair Labor Standards Act. Thirty-three minors were operating hazardous machinery, and two were under the minimum employment age of 14. Nine of the 13 cases reviewed were initiated as a result of a complaint; in six cases, the Department of Labor began its investigation within 1 month. However, response time in the other 3 complaints ranged from 4 to 16 months. The remaining four cases were directed investigations that were initiated by the Department of Labor rather than by complaint. Civil monetary penalties totaling $519,830 were assessed in nine of the cases. This was reduced to $206,730 through negotiations with employers in three of the cases, with employers paying the original amount in the other six cases. Injuries occurred to illegally employed minors in one of the five cases in which minors were found working in prohibited occupations. Twelve injuries were sustained by 11 employees, all of whom were operating meat-slicing devices. (MN)

ED 296 163 CE 050 463

Noe, Katherine L. Schlick
Metacognitive Awareness in Job-Related Reading.
PUB DATE- 16 Jun 88
NOTE- 20p.; Paper presented at the National Convention of the Council on Adult Basic Education (Seattle, WA, June 16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Cognitive Ability; *Functional Reading; *Job Skills; Job Training; *Metacognition; *Reading Skills
IDENTIFIERS- *Job Related Reading

Research was conducted into the metacognitive awareness of electronics workers in completing job reading tasks. The study examined how successful adult readers make decisions about why, when, and how to use reading on the job. It also identified unique aspects of the job reading context that both require workers to control their reading efficiently and productively and help them to do so. These included the role of workers' job experience as an aid in reading, readers' perceptions of what makes text difficult or easy to use, and the availability and use of sources of information other than print. Suggestions were made for incorporating metacongition training into job training programs to help adult readers make the most effective use of their work environments. Specific recommendations were that (1) job-related reading instruction needs to teach workers to be aware of the interaction of factors that work together to influence reading success; (2) because of the importance of efficiency and productivity on the job, workers need to develop personal strategies for effective use of reading; (3) those who generate materials to be read on the job must consider how, when, and where these materials are used; and (4) job training should include direct experience with and instruction in the specific materials and reading tasks encountered in the job. (YLB)

ED 296 192 CG 020 882

Hawkins, Richard; Williams, Kirk R.

Sources of Deterrence: The Perceived Costs of Assault Versus Arrest.

New Hampshire Univ., Durham. Family Research Lab.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Nov 87
NOTE- 21p.; An earlier draft of the paper was presented at the Annual Meeting of the American Society of Criminology (Montreal, Quebec, Canada, November 11-14, 1987).
GRANT- SES-8520232
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; *Crime; *Crime Prevention; National Surveys; Punishment; *Social Control
IDENTIFIERS- *Arrests

Recent panel studies of deterrence have reported little evidence that perceptions of legal sanctions promote deterrence. Yet those studies have consistently found that extralegal sanctions "inhibit" criminal involvement. Conclusions drawn from this line of research remain speculative, however, because they are guided by an unnecessarily narrow conception of deterrence, the distinction between legal and extralegal sanctions is unclear, and the analyses conducted gloss over some potentially relevant measurement distinctions. To address these issues, data from one wave of an ongoing national panel study of assaults between adult partners were used to assess the perceived costs associated with the perpetration of assaultive action and the perceived costs associated with being sanctioned (i.e., arrested) for such action. Based on results of the study, it was proposed that the costs seen as flowing from arrest, identified as attachment loss, social stigma, and self-stigma, should be considered part of the deterrence process. Judgments about how engaging in some illegal act might create costs in these three areas for perpetrators are seen as extralegal sources of control, not as part of deterrence. Future research might attempt to assess the controlling power of costs associated with actual and potential arrest for a variety of illegal acts. (Fourteen endnotes are included.) (Author/NB)

ED 296 207 CG 020 897

Tyson, Dan
College Application Made Pleasant.
PUB DATE- Oct 88
NOTE- 17p.; Paper presented at the Conference of the National Association of College Admission Counselors (44th, Milwaukee, WI, October 4-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Admission Criteria; *Centralization; *College Admission; *College Applicants; *College Bound Students; College Choice; Higher Education; High Schools; School Counselors

The college admissions process has grown increasingly burdensome, expensive, and morally corrosive and ill serves the college-bound student. The idiosyncratic college application form is a product of the isolated planning of the college admissions profession. Each student has to complete a different application form for each college to which he or she applies, unlike the financial aid form which is standardized for all colleges. A standardized application form could be developed in this four-step process: (1) agree that the present multiple application system has faults; (2) delegate the most thoughtful practitioners to work on the problem; (3) define criteria for developing the kind of service that is apt to meet the needs of most students and universities; and (4) authorize an agency to develop and test a system which would meet the specifications laid down by members of the admissions profession chosen to represent the interests of different kinds of universities and the students themselves. This central application system could gather basic identification information, teacher references, and any supplemental data that selective or specialized programs might require. The greatest effect of this system would be to put initiative for the college selection process back into the hands of the students themselves, making the work of the school counselor more crucial. There would be nothing mandatory about joining the central application system; colleges would join because they believed they could be served. The participation of highly selective colleges would be an enabling factor for the system and the admissions renaissance would become a reality. (ABL)

ED 296 221 CG 020 911

O'Brien, Ruth A.
Role of Social Support in Bereavement Outcomes.
SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- Nov 87
NOTE- 22p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (40th, Washington, DC, November 18-22, 1987).
GRANT- 1-R01-AG04028
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; Death; Emotional Adjustment; *Grief; *Health; Middle Aged Adults; Models; Older Adults; *Social Support Groups; Spouses; *Well Being; *Widowed
IDENTIFIERS- *Bereavement

This study examined four propositions by which social support may impact the physical and mental well-being of the bereaved: (1) social support has a direct effect on health; (2) social support reduces stress which, in turn, affects health; (3) social support stimulates the development of coping strategies and promotes mastery, thereby affecting health; and (4) social support promotes health protective behaviors which, in turn, impact on health. Data to test the proposed model were collected through semi-structured interviews and standardized questionnaires with 490 widows and widowers at 6 weeks (T1), 6 months (T2), 12 months (T3), 18 months (T4), and 24 months (T5) following the loss of the spouse. A linear structural equation approach using the statistical program LISREL was employed in the analysis of data. A model was estimated with an adequate fit for T1, T2, and T3, but not for T4 or T5. There was no evidence for a direct effect of social support on the well-being of the bereaved. In examining the indirect effects of social support, parameter estimates were consistent with the premise that social support enhances coping behaviors which, in turn foster well-being (as evidenced by diminished illness symptomatology). Perceived stress also had a direct positive effect on illness symptomatology. (Six figures and 25 references are included.) (Author)

ED 296 235   CG 020 925

Haas, Shaun

New Law Relating to Crimes against Children (1987 Wisconsin Act 332). Information Memorandum 88-2.

Wisconsin State Legislative Council, Madison.

PUB DATE- 29 Aug 88

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adolescents; *Child Abuse; Child Neglect; Children; Crime; *Criminal Law; *Sexual Abuse; *State Legislation; *Victims of Crime

IDENTIFIERS- *Child Protection; Wisconsin

This information memorandum of the Wisconsin Legislative Council describes 1987 Wisconsin Act 332, relating to crimes and civil offenses against children and providing penalties. An introduction describes how Act 332 will reorganize existing crimes against children into a separate chapter of the Criminal Code and will revise crimes and offenses against children contained in statutes outside the Criminal Code. Ten principal features of Act 322 are listed which relate to: (1) clarifying and strengthening the crime of physical child abuse; (2) recognizing the crime of causing mental harm; (3) clarifying child victim age categories in the sexual assault statute; (4) prohibiting possession of child pornography; (5) clarifying statutes relating to incest, child enticement, and sex organ exposure; (6) revising the crime of exposing a child to harmful material; (7) clarifying statutes relating to child abandonment, abduction, custody interference, and contributing to the delinquency or neglect of a child; (8) creating new crimes relating to possession of dangerous weapons on school premises and delivering controlled substances near school grounds; (9) creating an extended statute of limitations for certain crimes; and (10) decriminalizing several regulatory offenses to promote enforcement. Part I of the memorandum gives the background of the legislation. Part II describes major provisions of Act 332. The penalty classification system in the Criminal Code is appended. (NB)

ED 296 293 CS 009 202

Swanson, Charlene C.
Reading and Writing Readers' Theatre Scripts. Reading Around Series No. 1.
Australian Reading Association, Adelaide.
REPORT NO.- ISBN-0-949512-20-6
PUB DATE- Mar 88
NOTE- 5p.
AVAILABLE FROM- Australian Reading Association, PO Box 78, Carlton, Victoria 3053, Australia ($1.00 per copy plus $0.50 handling fee, Australian dollars).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Dramatics; Elementary Education; Foreign Countries; Literature Appreciation; *Oral Interpretation; *Playwriting; *Readers Theater; *Reading Instruction; Reading Writing Relationship; Scripts
IDENTIFIERS- Australia; Charlottes Web

Intended for elementary school teachers, this short pamphlet describes the processes involved in executing a readers' theater. Much easier to implement than dramatic performances, reader's theater is seen as part theater and part oral interpretation. As outlined in the pamphlet, the procedures for implementing readers' theater in the classroom include (1) finding or writing scripts; (2) introducing and assigning parts; (3) rehearsing; (4) reassigning parts; (5) planning a performance; and (6) finally performing. The pamphlet lists the steps to help involve students in writing scripts as: selecting the story; making a photocopy to mark; labeling character and narrator parts; deleting non-essential information; reading aloud to edit; and typing. The pamphlet concludes that the major benefits of readers' theater are increased oral reading, a deeper and more meaningful understanding of the elements of story such as character and plot development, and exposure to new books. An appendix contains a scene from "Charlotte's Web." (MS)

ED 296 307 CS 009 218

Heausler, Nancy L.
Teaching Language Skills Using Dance/Movement Methods.

PUB DATE- Nov 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987). Paper based on Ph.D. Dissertation, University of New Orleans.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Conventional Instruction; Creative Expression; *Creative Teaching; *Dance Education; Educational Research; Grade 2; Interdisciplinary Approach; Kindergarten; Movement Education; Primary Education; Teaching Methods; *Word Study Skills
IDENTIFIERS- Students as Subjects

To determine if dance/movement is an effective method for teaching word analysis skills and to encourage creativity, a study examined 69 students from four kindergarten classrooms and 63 students from three second-grade classrooms. Students in each class were randomly assigned to one of two treatment groups. Treatment 1 groups received a dance/movement program emphasizing word analysis concepts appropriate for the grade level (typically beginning with a physical warm-up, followed by exploration of concepts, and closing with a cool-down). Treatment 2 groups received a lecture and worksheet program teaching the same word analysis concepts. Each session was 30 minutes in length, and students underwent 17 treatment sessions over a 7-week period. After completion of the program, three tests were administered: (1) Torrance Tests of Creative Thinking; (2) Iowa Tests of Basic Skills (ITBS), Form G, Word Analysis section of levels 5 and 8; and (3) Informal Survey of Affect, a five-item questionnaire that involved circling smiley faces arranged in a Likert scale. One month following these tests the ITBS was administered again to provide a measure of word analysis skill retention. Results suggested that dance/movement, when compared to the lecture and worksheet method, was more effective in facilitating learning of word analysis concepts over the short-term, stimulating creativity, and producing a positive affective response. Longer-term cognitive retention effects were not demonstrated to be improved through the use of dance/movement. (Twelve tables of data and 44 references are appended. (MM)

ED 296 322 CS 211 326

Arnold, Mary

A Profile of Iowa High School Newspapers: The State of the State.

PUB DATE- Jul 88
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *High Schools; *Institutional Characteristics; Journalism Education; Media Research; Profiles; School Business Relationship; *School Newspapers; Student Publications
IDENTIFIERS- *Iowa; Journalism Research; Newspaper Circulation

To determine how extensive the phenomenon of printing high school newspapers on a page in the local professional paper is in Iowa, a preliminary study surveyed all Iowa high school principals and newspaper advisors in November 1987. The survey contained ten questions concerning school and school newspaper characteristics. Findings showed that the average Iowa high school is rural, public, has four grades (9-12) and between 100 and 300 students, publishes a weekly student newspaper on broadsheet paper, prints one or two pages per issue, distributes it in the local newspaper, and has a circulation from 1,000-5,000. This study will be followed by a second study to examine in greater detail the relationships that exist between high school journalism programs and local editors and/or publishers. (Sixteen tables of data are included, and three tables of data, a copy of the survey cover letter and survey, and nine references are appended.) (MM)

ED 296 336   CS 211 342

Hollandsworth, Linda P.
How Personality and Background Affect Writing Attitudes.
PUB DATE- 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; High Schools; Interviews; *Personality Traits; Questionnaires; *Student Attitudes; Student Behavior; Student Characteristics; Writing Apprehension; Writing Research
IDENTIFIERS- Extraversion Entroversion; *Writing Attitudes

To examine the effects of background and personality on the attitudes of developing writers, a study surveyed and interviewed 17 high school students from a 1988 summer school writing class (an in-house Rural Scholars Program sponsored by the Continuing Education Office at Indiana University of Pennsylvania). Students completed a questionnaire about their home, school, and community, and each student was interviewed to verify answers on the questionnaire. The Daly and Miller Writing Apprehension Scale (WAS) was given to determine how students felt about writing, and the Keirsey Temperament Sorter (KTS) was administered to determine personality traits. Two writing samples from each student were analyzed to correlate findings with results from the WAS and KTS, and two case studies were analyzed. Results revealed a significant correlation between writers' attitudes and their personality traits, writing apprehension, and writing background. Eight of the ten students who tested "extraversion" on the KTS were not writing apprehensive. The four students labeled "introversion" in their writing had no difficulty writing as long as it was teacher directed. (Case studies of two students and three figures are included, and three tables of data and 31 references are appended.) (MM)

ED 296 379 CS 506 184

Brownell, Mark A.; Niebauer, Walter E., Jr.
Toward Increasing Professionalism in Public Relations: An Activity-Specific System for Categorizing Practitioners.
PUB DATE- Jul 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Factor Analysis; *Professional Development; Professional Services; Professional Training; *Public Relations; Vertical Organization
IDENTIFIERS- *Professional Behavior; *Professionalism

To develop a method of categorizing public relations practitioners according to a hierarchy of professionalism which would also identify what training is needed to raise those in lower levels to higher levels, a study surveyed 93 Iowa practitioners listed in the 1986-87 Public Relations Society of America Register Issue. Response rate was 66% and usable rate was 54%. The survey used James Grunig's four models of public relations--press agent/publicity, public information, two-way asymmetric, and two-way symmetric--which combined two dimensions (direction of communication and balance of intended effect) to conceptualize public relations. Based on responses on a five-point Likert scale to 27 public relations model indexes, respondents were separated into the four models. The respondents within each model were then statistically tested to determine how well they correlated with 16 common public relations procedures. Next, the procedures were factor analyzed to determine if patterns existed, other than the four models already proposed, that would better stratify responses in a meaningful hierarchy of sophistication. Analysis indicated little support for the four-model approach to categorizing practitioners according to their activities. Results of the factor analysis showed a strong pattern of specialization among practitioners, indicating little crossover of activities between levels. (Two tables providing characteristics and index statements for the 4 public relations models, 2 tables of data, and 18 footnotes are attached.) (MM)

ED 296 393 CS 506 237

Lin, Carolyn A.
Assessing the Impact of the Evolution of Home Video Culture.

PUB DATE- Jul 88
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Behavior Change; Leisure Time; Mass Media Effects; Mass Media Role; Popular Culture; Recreational Activities; Surveys; Technological Advancement; Television Viewing; *Videotape Recorders
IDENTIFIERS- Leisure Activities

Because the video cassette recorder (VCR) is foremost among emerging media technologies in terms of shaping a distinctive home viewing culture, a study investigated the typical home video culture in a VCR household by conducting telephone surveys of three neighboring midwestern communities. Out of 516 valid responses, the survey yielded a sample of 233 VCR households; 71 VCR renting households, also located in the telephone survey, were not included in the analysis. Descriptive information and mean comparisons were used to reflect activities and attitudes in relation to VCR and TV use between viewers who reallocated their leisure time because of VCR ownership, and those who did not. Findings suggested that after owning a VCR, the majority of viewers reallocated their leisure time to spend more time at home watching television or videos with family members, friends, or relatives. Furthermore, VCR owners who reallocated their leisure time activities were also likely to make more home recordings, watch more television or pre-recorded videos, and express greater satisfaction with their overall television and VCR use. (Six tables of data are included, and 20 references are appended.) (Author/MM)

ED 296 406 CS 506 250

Todd-Mancillas, William R.; And Others
Academic Dishonesty among Communication Students and Professionals: Some Consequences and What Might Be Done about Them.
PUB DATE- Nov 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cheating; Codes of Ethics; Higher Education; *Lying; Moral Values; *Plagiarism; Student Behavior; Student College Relationship; *Teacher Student Relationship
IDENTIFIERS- Academic Community

Cheating causes serious harm to all members of the academic Community and to society at large, and instructors are in the best position to curb it. The communications student who rationalizes academically dishonest behavior as a means of coping with academic pressure may later behave unethically in highly competitive work situations. Honest students may find themselves at a disadvantage regarding grades, scholarships, graduate school, and employment. Employers and graduate schools, disappointed with the job performance of a student with a high (dishonestly obtained) G.P.A., may in future discount the abilities of other students from the same university. If instructors allow cheating, their own reputations and marketability may suffer. Six suggestions may aid in curbing and preventing cheating: (1) cheating and penalties should be explained during the first class session; (2) tests and quizzes should be duplicated under strict security; (3) small group assignments should include individual assignments in which students judge the extent of their own and other students' participation; (4) cheating policies should be enforced; (5) proceedings against an accused student should be publicized, though maintaining the student's rights to confidentiality; and (6) due process should be ensured. Future research should identify the most prevalent problems by surveying students and faculty, and listing past occurrences among professionals. (SR)

ED 296 420 CS 506 273

Austin, Erica Weintraub
Developmental Differences in Parent-Child Interpretations of Family Communication Patterns: Implications for Mass Communication Research.
PUB DATE- Jul 88
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; Family Involvement; Interpersonal Communication; Models; *Parent Child Relationship; *Parent Influence; Secondary Education
IDENTIFIERS- Communication Behavior; *Family Communication Pattern

A study examined parent-child differences in the Family Communication Patterns (FCP) model using the FCP's socio- and concept orientation measures extended to include measures of structure of control and involvement with the expectation that developmental differences in interpretation by parents and children will be demonstrated via differing associations among the various measures. The subjects included 43 parent-child pairs from the San Francisco Peninsula in which at least one parent attended a parenting seminar at least once, voluntarily or under court order, from 1983 to 1986. The children were at least 10 years old but had not graduated from high school. A second group included 71 parent-child pairs from a Catholic school where the children were seventh through twelfth graders. Confidential and separate self-report questionnaires were designed through review and modification of existing instruments and were administered to the parents and children. Respondents were primarily upper-income, white, and from two-parent households. Results indicated that meaningful structural differences exist between parent and child interpretations of family communication norms, and that a great deal of quantitative and qualitative disagreement exists between parent and child regarding the implications of the measures. Although the small sample size limits the generalizability of the results, further analysis and development of the FCP model may ultimately help researchers find measures that may be applied at a system level. (One table of data and 4 figures are included; 32 references and a list of questions asked are appended.) (RS)

ED 296 434 EA 020 004

Zaremba, Alan
More Than Rumors. Understanding the Organizational Grapevine.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administration; *Communication Problems; *Diffusion (Communication); *Informal Organization; *Information Networks; *Organizational Communication
IDENTIFIERS- *Grapevines (Communication)

Because the grapevine can precipitate managerial nightmares (employee resentment, distorted messages, instant diffusion of incendiary rumors), managers are well-advised to study this informal communications network and diffuse its organizational impact. This paper discusses the development, accuracy, resilience, and management of the grapevine. Since grapevines do not develop by managerial design, they ignore formal communication channels and are affected by building and office layout and by common hobbies and activities, not to mention lunch schedules, family ties, social relationships, common home towns, and committee work. Messages travel along the grapevine at an alarmingly rapid pace, whether information is correct or distorted. The grapevine is extremely resilient and is unlikely to be eliminated or formalized by executive fiat. For this reason, administrators must learn to manage the informal network by (1) using it; (2) being as candid as possible; (3) effectively screening employees; and (4) admitting mistakes quickly. Failure to understand and manage the grapevine properly will cause frustrating management problems. (MLH)

ED 296 448 EA 020 096

Hartford Community Plan for Dropout Reduction.

Hartford Public Schools, Conn.

PUB DATE- 1 Nov 87
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Dropout Programs; *Dropout Rate; *High Risk Students; High Schools; *Hispanic Americans; Public Agencies; Screening Tests; *Student Needs

Whereas the nationwide dropout rate is 27 percent, in Hartford, Connecticut, 39 percent of high school students do not graduate. This factor limits residents' employability in the city's expanding economy. The problem is especially serious among Hispanic students, who comprise 39 percent of Hartford's high school population and account for 47 percent of the dropout group. To address this crisis, the Hartford Board of Education organized representatives of city and state agencies, business, the community, parents, students, and school staff to create the committee whose dropout prevention plan is discussed in this paper. Through bilingual surveys and interviews with recent dropouts, supplemented by former students' files, the committee determined the most common reasons for dropping out: the need for employment or helping out at home, boredom, poor academic progress, and pregnancy. After determining 15 risk factors, the committee developed a screening process requiring that students displaying 2 or more of these factors be closely observed and possibly targeted for specific dropout prevention services. The plan established five objectives: to reduce the annual dropout rate from 11 to 6 percent, to improve potential dropouts' academic performance and self-esteem, to establish a referral mechanism, to continue research into dropout causes and prevention, and to establish an implementation committee. The program will build on existing school system resources and community-based services. The budget will be $1,581,339. Included are 15 exhibits, appendices containing the survey instrument, a list of special responses, and student referral forms, and 14 references. (MLH)

ED 296 279 CS 009 184

Canavan, Diane D.
"Must-Read" Books for Elementary Students.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; Elementary Education; Picture Books; Reading Aloud to Others; Reading Materials; *Reading Material Selection; Recreational Reading
IDENTIFIERS- Oklahoma State Department of Education

Intended to help both parents and teachers select books for children, this bibliography compiles titles which were checked against ten well-known sources of recommendations for children's books and which were recommended by at least three of these authorities. Sources include the American Library Association's "Notable Children's Books," the Caldecott Medal, the Newbery Medal, and "Children's Choices." Contents of this bibliography include "Books Every Preschool or Kindergarten Child Should Know"; "Books Every First or Second Grade Child Should Know"; "Books Every Third or Fourth Grade Child Should Know"; and "Books Every Fifth or Sixth Grade Child Should Know." Also included is a bibliography of the sources of recommendations. (ARH)

ED 296 066 CE 050 115

Banks, John
Action Handbook: How To Implement Gender Equity. Working Document. European Community Action Programme. Transition of Young People from Education to Adult and Working Life.

IFAPLAN, Brussels (Belgium). Programme Information Office.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
REPORT NO.- 05WD85EN
PUB DATE- Nov 85
NOTE- 79p.; For other reports in this series, see CE 050 117 and CE 050 213-219.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; *Career Education; Career Guidance; Counselors; Developed Nations; *Education Work Relationship; Elementary Secondary Education; *Equal Education; *Females; Foreign Countries; Guides; Nontraditional Occupations; Parent School Relationship; *Sex Fairness; Vocational Education; Womens Education

This handbook is intended as a guide and point of reference for improving equal opportunities for girls and boys at school. It contains many examples and suggestions for positive action for girls that are drawn from European experience. Focuses are the need to improve access to education and training opportunities as well as the more difficult task of changing attitudes. Four chapters each cover a different part of the education system. The two chapters on primary schools and secondary schools consider the roles and responsibilities of teachers, administrators, publishers of teaching materials, and parents. The chapter on transition from school to adult and working life offers suggestions for the roles and responsibilities of teachers/trainers, administrators, publishers of career education materials, counselors, and parents. Suggestions for teacher training are offered in the final chapter. Each chapter concludes with a list of references. (YLB)

ED 296 164 CE 050 464

Allen, Thomas R., Jr., Comp.; Lyne, George E., Jr., Comp.

Current Practices in Appraising Employee Performance as Performed by the Business Community.

Appalachian State Univ., Boone, NC. Faculty Development and Instructional Services Center.

PUB DATE- May 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Business Administration; Business Education; *Evaluation Criteria; *Job Performance; *Management by Objectives; *Personnel Evaluation; *Personnel Management; Postsecondary Education; Surveys

The major ppurpose of this study was to determine from human resource administrators in the business community the techniques now used in appraising exempt and nonexempt employee performance. Of the 1,000 administrators surveyed, 125 returned usable questionnaires for a response rate of 12.5 percent. The administrators reported that even though approximately one-half of the companies use the management by objective (MBO) appraisal method and approximately one-half use other methods, about 40 percent used both MBO and other methods. Major objectives of appraising employee performance were individual development, individual performance, wage and salary actions, assessment of training and development needs, and selection for promotion. Ninety percent reported that employer appraisals were conducted only by immediate supervisors. Approximately 85 percent indicated that they conduct formal appraisals only on an annual basis. All indicated that their formal appraisals were conducted in writing and were retained with the employees' personal records, which were accessible to all applicable supervisors and the appraised individual. Most used general experience to verify the reliability and validity of appraisal mechanisms. Most reported that federal regulations regarding nondiscriminatory personnel practices and individual rights to privacy have not caused firms to change prior practices in obtaining and using performance appraisal information. (YLB)

ED 296 179 CE 050 557

Lisack, J. P.; Shell, Kevin D.
Factors Impacting the Construction Industry--and the Pipe Trades in Particular. Manpower Report 88-3.
Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

PUB DATE- 10 May 88
NOTE- 56p.; Prepared for the United Association Seminar (Lafayette, IN, May 16-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Construction Industry; Demand Occupations; *Educational Needs; *Employment Patterns; *Employment Projections; *Futures (of Society); Job Training; Labor Market; Labor Needs; *Plumbing; Postsecondary Education; Technological Advancement; Training Methods; Training Objectives; Workshops

This document contains a three-hour course on labor force and training considerations in the construction industry, especially as they relate to the pipe trades. The course is divided into eight major sections that cover the following topics: demographics; technological changes; the nation's labor force in general; the construction industry; training of skilled construction workers; supply and demand considerations and computations; labor force data bank and networking; and a discussion guide and work sheets. Each section contains information sheets discussing projections of personnel and economic trends, training methods, and technological forecasts for the future needs of the construction and piping trades. (KC)

ED 296 193 CG 020 883

Stets, Jan E.; Straus, Murray A.

The Marriage License as a Hitting License: A Comparison of Assaults in Dating, Cohabiting, and Married Couples.

New Hampshire Univ., Durham. Family Research Lab.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Jan 88
NOTE- 25p.; Paper presented at the Annual Meeting of the American Sociological Association (Atlanta, GA, August 24-28, 1988).
GRANT- R01MH40027; T32-MH15161
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Battered Women; *Cohabitation; College Students; *Dating (Social); *Family Violence; Higher Education; Interpersonal Relationship; *Marital Status; National Surveys; Spouses; *Violence

There are many studies of violence in marriage and in dating. Methodological differences between studies, however, make it difficult to determine differences in the nature and extent of physical assault between marital status groups. This study analyzed data from two surveys: a study of 526 dating couples at a large midwestern university, and a study of a national probability sample of 5,005 married and 237 cohabiting couples. The results showed that cohabiting couples had a higher rate of assault than did married couples. These findings persisted after controls for age and socioeconomic status were introduced. Violence was also more severe in cohabiting than in married or dating couples. A number of factors may account for the more frequent violence in cohabiting relationships. These include social isolation, the publicity given to wife-beating by the women's movement, questions of autonomy and control, and the investment in the relationship. When age was controlled, dating couples had the lowest violence rate of the three marital status groups. The fact that those who date generally are in a less serious/committed relationship as compared to those who cohabit or are married, may explain the lower rate of dating violence. (Author)

ED 296 208 CG 020 898

Triplet, Rodney G.; And Others
The Correlation between Homosexuality and an AIDS Diagnosis: Is It Perceived or Real?
PUB DATE- 2 Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; College Students; *Diseases; Females; Higher Education; *Homosexuality; *Lesbianism; *Student Attitudes

Prior research on observer perceptions of Acquired Immune Deficiency Syndrome (AIDS) patients has concluded that there is a strong tendency to assume that homosexuals are patients of AIDS while heterosexuals are patients of anything but AIDS. This study sought to determine if there was a greater tendency to diagnose AIDS among female homosexuals than among female heterosexuals. Students (N=180) in an introductory psychology course were presented with hypothetical case descriptions of female patients who varied on their sexual preference, and who displayed symptoms suggestive of two different diseases. The subjects then chose a single diagnosis for the patient and rated patient responsibility and interactional desirability. Support was found for an availability heuristic model of diagnostic choice. Also, support was found for derogation on the basis of sexual preference and disease seriousness. Lesbian patients were viewed as more responsible and having less interactional desirability. Finally, symptoms indicative of more serious diseases reduced perceived interactional desirability. Perceptual bias needs to be further investigated in order to develop AIDS education materials that will be effective with the general public. (Author/ABL)

ED 296 251 CG 020 943

Taff, Laura
AIDS Instruction about Acquired Immune Deficiency Syndrome in Wisconsin Schools. Bulletin No. 8248.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 87
NOTE- 60p.
AVAILABLE FROM- Publication Sales, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Curriculum Guides; *Elementary Secondary Education; *Health Education; Prevention

This document provides a comprehensive framework for school districts to follow in developing instruction about Acquired Immune Deficiency Syndrome (AIDS) within kindergarten through 12th grade health education programs. A curriculum progression matrix about AIDS is included. It lists student outcome objectives by grade level in the areas of prevention and control of disease, family life education, substance use and abuse, personal health, mental and emotional health, and a special addendum on AIDS virus infection. The following support materials are provided: (1) Surgeon General's report on AIDS; (2) digest and reference guide to Wisconsin Department of Health and Social Services Recommendations for Preventing the Transmission of Human T-Cell Lymphotrophic Virus-Type III in the school setting; (3) criteria for evaluating an AIDS curriculum; (4) role of the Cooperative Educational Services Agencies Human Growth and Development Coordinator in AIDS education; (5) Wisconsin Division of Health HIV counseling and testing site program; (6) Wisconsin AIDS/HIV program; (7) Wisconsin AIDS service groups; (8) local, state, and national organizations providing information on AIDS; and (9) educational references and resources on AIDS. (ABL)

ED 296 266   CG 020 958

Perlberg, Arye; Kremer-Hayon, Lya
Sources of Stress and Burnout among Faculty Developers and Coping Strategies--Cross-Cultural Perspectives.
PUB DATE- Apr 88
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Coping; *Cross Cultural Studies; Foreign Countries; Higher Education; *Stress Variables; *Teacher Attitudes; *Teacher Burnout
IDENTIFIERS- Israel

This study, carried out in two phases, was conducted to examine the sources of stress and burnout among faculty developers and the coping strategies the faculty use. In the first phase, in-depth interviews with individual faculty developers and their superiors were carried out in the United States, Canada, Great Britain, Western Europe, and Scandanavia. Another data source was group discussions in national and international workshops for faculty developers from different cultures. Based on the information gathered, a more structured in-depth interview was designed and carried out on a group of faculty developers during an International Conference on Improving University Teaching (1987). The interviewees were 12 faculty members from 12 different countries covering all continents. The content-analysis of the protocolled interviews yielded several categories of reference: symptoms of stress and burnout, sources of stress and burnout, sources of satisfaction, isolation, coping strategies, and miscellaneous. No salient differences resulting from cultural attributes were observed. The results suggest that the stress and burnout syndromes and their sources are intellectual in nature. (Author)

ED 296 323 CS 211 327

Frasca, Ralph

From Apprentice to Journeyman to Partner: Benjamin Franklin's Workers and the Growth of the Early-American Printing Trade.

PUB DATE- Jul 88
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Apprenticeships; Colonial History (United States); Employer Employee Relationship; *Journalism; Mass Media Effects; Media Research; Newspapers; Promotion (Occupational); *Publishing Industry; Skilled Workers
IDENTIFIERS- Eighteenth Century; *Franklin (Benjamin); Journalism History; Media Government Relationship; *Partnerships; Printing Presses; Print Journalism

In studying the history of the American press, little attention has been given to printing networks and the apprenticeship system, factors which permitted the press not only to survive but to grow. Essential to press growth was the apprenticeship system, vocational education which replenished and augmented the craft's practitioners. Apprentices provided cheap labor, but they could also be used, as Benjamin Franklin demonstrated, to create a printing network, an informal web of printers formed by Franklin's decision to make partners of apprentices and journeymen whose character, skill, work ethic, and political ideology impressed him. With Franklin supplying the capital and materials for his workers to set up shop, his partners formed associations and became economically viable. This signaled a movement away from reliance on political and social elites, who had helped support the press in order to control a means of articulating and generating support for their views. The fact that a segment of the laboring class assumed control of American mass communication presaged an increase in political activity among the lower classes. The printing activities of Franklin and his cohorts indicate the significance of loosely-formed but influential networks among printers. These structures enlarged the scope of the early-American printing trade, aided in the dissemination of information and opinion, and impressed the significance of journalism upon the collective consciousness of early America. (Fifty-nine footnotes are appended.) (MM)

ED 296 351 CS 211 358

Salwen, Michael B.
Press Freedom in the Republic of Korea: Coping with the Authoritarian Structure.

PUB DATE- May 88
NOTE- 29p.; Paper presented at the Annual Meeting of the International Communication Association (38th, New Orleans, LA, May 29-June 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Authoritarianism; Foreign Countries; *Freedom of Speech; Government Role; *Mass Media Role; Media Research; Modernization; *News Media; *Political Influences; *Political Power
IDENTIFIERS- Media Government Relationship; Press Law; *South Korea

To examine press freedom in the Republic of Korea (ROK, South Korea) and the role the ROK's press plays as the advantages of democracy and authoritarianism are being publicly debated, this paper looks back at where the ROK has been in terms of its social and political freedoms and where it is going in its attempts to break from its authoritarian past. The paper (1) traces the development of Korean newspapers; (2) determines the role of the Korean press in the early days of the republic; (3) assesses the policies, towards the press, of Park Chung Hee, who ruled the ROK from the time of his military coup in 1961 to his assassination in 1979, and those who followed him; and (4) analyzes the new liberalization that began with the return of Kim Dae Jung, an opposition leader, and the fall of President Ferdinand Marcos of the Philippines. The paper concludes that the freedom of the press and democratic aspirations may be suppressed at any time due to all-encompassing laws that can be used legally to implement such a crackdown and that a number of forces, such as ROK's military, United States policy, and the Korean public, will all play a role in determining the ROK's future. (Sixty-nine references are appended.) (MS)

ED 296 365 CS 211 372

Language Arts Curriculum Guide, 3.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 87
NOTE- 177p.; For other guides in this series, see CS 211 369-377.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Course Content; *Course Objectives; *Grade 3; Grammar; Handwriting; *Language Arts; *Learning Activities; Listening Skills; Primary Education; Public Schools; Skill Development; Speech Communication; Spelling Instruction; State Curriculum Guides; Writing Instruction; Writing Skills
IDENTIFIERS- *Curriculum Emphases; Organizational Skills; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for third grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

ED 296 080 CE 050 219

Banks, John

Transition Education for the '90s: The Experience of the European Community's Action Programme. Working Document. European Community Action Programme. Transition of Young People from Education to Adult and Working Life.

IFAPLAN, Brussels (Belgium). Programme Information Office.

SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).

REPORT NO.- 28WD88EN

PUB DATE- Jan 88

NOTE- 73p.; For other reports in this series, see CE 050 115, CE 050 117, and CE 050 213-218. 050 213-218.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Demonstration Programs; Developed Nations; Dropout Prevention; *Educational Improvement; *Educational Policy; Educational Trends; *Education Work Relationship; Foreign Countries; Futures (of Society); Inservice Teacher Education; Institutional Cooperation; Parent School Relationship; *Policy Formation; Postsecondary Education; Program Descriptions; *Program Implementation; School Business Relationship; School Community Relationship; School Guidance; Secondary Education; Sex Fairness; Vocational Education; Work Experience Programs

IDENTIFIERS- *European Community

This report marks the completion of 10 years' development work in the European Community, in close cooperation with member states, to test new approaches to the provision of education and training to help young people become better prepared for their entry into work and adult life. The report contains an overview of the Second European Community Programme on Transition, covering: (1) the social, economic, and educational challenges to which the program was a response; (2) the responses made in the 30 pilot projects sponsored by the program; and (3) policy conclusions and recommendations for educational policymakers and practitioners. (A list of the 30 pilot projects giving addresses of contacts, brief descriptions of the areas served, and project objectives is appended.) (KC)

ED 296 093 CE 050 290

Exploring Computer Technology. The Illinois Plan for Industrial Education.

Illinois State Univ., Normal.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 87
NOTE- 135p.; For related documents, see CE 050 288-298.
AVAILABLE FROM- Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Computer Literacy; *Computer Oriented Programs; Computer Science; Computer Software; Electronic Publishing; *Industrial Education; *Industry; *Information Processing; Information Technology; Junior High Schools; Learning Activities; Lesson Plans; Management Information Systems; Middle Schools; Photocomposition; Programing; Programing Languages; Robotics; Statewide Planning; Technical Education; *Technological Literacy; Technology
IDENTIFIERS- BASIC Programing Language; Computer Assisted Design; Computer Assisted Manufacturing

This guide, which is one in the "Exploration" series of curriculum guides intended to assist junior high and middle school industrial educators in helping their students explore diverse industrial situations and technologies used in industry, deals with exploring computer technology. The following topics are covered in the individual lessons: the parts of an information processing system (people, data, procedures--software, and computer technology--hardware); computer hardware (input, processing, storage, and output devices); computer software (elements in a computer system, types of computer languages, various computer languages and their applications, and procedures for entering a program); program planning; procedures for writing a program in BASIC; computer-aided design/drafting; computer-aided manufacturing; robotics; electronic publishing; and management information systems. The guide includes the rationale behind its development, hints to the teacher, lesson plans, student handout masters, teacher aids, a unit examination, and a list of references. The lesson plans include cross-referenced lists of objectives, lesson content, and learning activities. (MN)

ED 296 108 CE 050 364

Competency-Based Clinical Evaluation Tools. 1987 SBCCE Grant Project.
Highline Community Coll., Midway, Wash.
SPONS. AGENCY- Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 87
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Associate Degrees; *Clinical Experience; Community Colleges; *Competency Based Education; *Criterion Referenced Tests; Minimum Competency Testing; *Nursing Education; Postsecondary Education; *Student Evaluation; Two Year Colleges

This document contains clinical evaluation tools that reflect the increasing degrees of independence and competence expected as students move through the sequential clinical courses of an associate degree nursing program. Two tools are provided for each of the seven clinical courses. Tool 1, Program/Course Objectives and Evaluation Criteria, includes five sections, each headed by a major program objective. Within each section are 3-5 clinical objectives, each defined by behavioral criteria. Although the objectives remain the same throughout the program, the criteria are specific for each sequential clinical course. Formative (weekly) and summative (final) evaluations are based on a scale that rates the student performance according to the quality/number of criteria achieved by the student. Tool 2, Evaluation of Psychomotor Skill Performance, itemizes the technical skills and the degree of competence required for each skill during each quarter of the program. Evaluation is ongoing and based on a scale that rates the quality/expediency of skill performance and the degree of supervision required by the student to complete the skill safely and accurately. Two additional documents are provided to support this evaluation process. The Self-Appraisal Paper, leveled for each sequential clinical course, focuses on critique of interpersonal interactions and evaluation of various aspects of professional development. The Learning/Probationary Contract Format provides a uniform process for guiding students who do not satisfactorily meet the evaluation criteria. (YLB)

ED 296 136　　　　　　　　　　　　CE 050 423

Select Student Instructional Materials. Second Edition. Module B-5 of Category B--Instructional Planning. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-252-X
PUB DATE- 88
NOTE- 44p.; For related modules, see ED 289 964 and CE 050 422-428.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classroom Techniques; Competence; *Competency Based Education; Course Content; Course Organization; Educational Resources; Independent Study; *Instructional Materials; Learning Activities; Learning Modules; Lesson Plans; *Media Selection; Postsecondary Education; *Teacher Education; Teaching Methods; Vocational Education; *Vocational Education Teachers

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preservice and inservice preparation of teachers and other occupational trainers in all occupational areas. This module contains three learning experiences that are designed to give teachers/student teachers skill in locating and obtaining student instructional materials that meet educational goals. Each learning experience contains an objective, several activities, information sheets, resource lists, and a self-check with model answers. The final learning experience requires the teacher/student teachers to demonstrate competency in applying the material of the module in an actual teaching situation. (KC)

ED 296 150　　　　　　　　　CE 050 444

Technology and the American Economic Transition: Choices for the Future.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

REPORT NO.- OTA-TET-283
PUB DATE- May 88
NOTE- 501p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (Stock No. 052-003-01096-8: $20.00).
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Adults; Business Cycles; *Economic Change; Economic Climate; Economic Development; *Economic Factors; *Economics; *Futures (of Society); International Trade; Networks; *Social Change
IDENTIFIERS- *United States

This book analyzes the future of the United States in terms of people in their role as consumers and as employees. It uses conventional economic accounting procedures to document economic growth, but also employs more qualitative standards for measuring progress in eight basic categories of demand or amenity: food, housing, transportation, health, clothing and personal care, education, personal communication and business, and recreation and leisure. The first chapter of this 14-chapter report introduces the themes developed in the document and provides a summary and guide to the entire report. Following the introductory chapter, four major sections containing 11 chapters cover different elements of the American economic system: consumption networks, production networks, trade networks, and people in production networks. Each part introduces a set of analytical tools for using national statistical series to look at economy-wide patterns of change. Each of the four parts also contains a discussion of issues unique to each amenity network. These examinations include a review of changes in patterns of consumer and government purchases, changes in the way producers combine to deliver products and services, and changes in the way people with different skills are linked together directly and indirectly in these networks. A fifth and final part contains two chapters dealing with policy and the future. Chapter 13 develops a set of hypotheses about the future structure of the economy built from a series of specific hypotheses concerning consumption, production, trade, and labor. Chapter 14 reviews options for revising the regulations and incentives that shape the direction of United States economic growth. An appendix discusses data and methods. (KC)

ED 296 222 CG 020 912

McGinnis, Jane Berndt
Moral and Spiritual Development in the Adolescent.
PUB DATE- 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - General (140)
DESCRIPTORS- *Adolescent Development; Adolescents; Developmental Psychology; *Developmental Stages; *Moral Development; *Piagetian Theory; Religion; Theories; Values
IDENTIFIERS- *Kohlberg (Lawrence)

This review examines research in moral and spiritual development during the adolescent years, with a primary focus on Piaget's and Kohlberg's theories. It begins by presenting definitions of morality and then discusses theories of moral development set forth by Piaget, Elkind, and Kohlberg. Theories of Piaget and Kohlberg are briefly compared. Data supporting a multidimensional model for moral development is compared and evaluated in light of Piagetian and Kohlbergian approaches. Implications for educators are discussed. Tables and figures illustrating Kohlberg's six moral stages; characteristics and assessment of stages; samples of reasoning at each moral stage; scoring of moral judgments of Eichmann for developmental stages; means and standard deviations for early, middle, and late adolescent males and females on dimensions of moral reasoning; and the Heinz dilemma are appended. Five pages of references are included. (NB)

ED 296 280 CS 009 185

Canavan, Diane D.

Children's Books That Reinforce Reading Skills.

Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 86
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Elementary Education; *Enrichment Activities; Form Classes (Languages); Kinesthetic Methods; Letters (Alphabet); *Literary Devices; Reading Ability; Reading Games; Reading Instruction; Reading Material Selection; Reading Readiness; *Reading Skills; *Skill Development; *Supplementary Reading Materials; Visual Discrimination

This guide familiarizes teachers with children's books and ways that they can be used to highlight and reinforce reading skills. Each of the 10 sections provides annotated lists of books, suggesting practical follow-up activities for skill development, extension, or enrichment. The beginning of each section includes remarks concerning the nature of the skill and its relationship to the books featured in the list. The sections consist of: (1) "Books Featuring Kinesthetic Language Learning"; (2) "Books That Require Visual Discriminating"; (3) "ABC Books and Awareness of Letter Forms"; (4) "Books Focusing on Sounds or Word Families"; (5) "Language Play through Riddles and Jokes"; (6) "Books Featuring Idioms, Multiple Meanings, Homonyms, and Antonyms"; (7) "Books Featuring Alliteration, Onomatopoeia, and Similes"; (8) "Books That Reinforce Learning the Parts of Speech"; (9) "Books about the Act of Reading"; and (10) "Ideas for Using Books To Reinforce Other Reading Skills" (including books that reinforce following directions, developing vocabulary, and creative/critical thinking). (Nineteen references are appended.) (MM)

ED 296 294 CS 009 203

Schunk, Dale H.; Rice, Jo Mary
Learning Goals during Reading Comprehension Instruction.
PUB DATE- Aug 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavioral Objectives; Grade 4; Grade 5; Intermediate Grades; *Reading Comprehension; *Reading Instruction; Reading Research; *Remedial Reading
IDENTIFIERS- *Goal Directed Behavior; Goal Setting; Reading Management; *Self Efficacy

A study investigated the effects of goal setting on children's self-efficacy and skillful performance during reading comprehension instruction. Subjects, 17 fourth graders and 16 fifth graders from one elementary school, had regularly received remedial reading comprehension instruction. Subjects were administered a pretest consisting of a self-efficacy test assessing children's perceived capabilities for correctly answering different types of questions that tapped comprehension of main ideas, and a reading comprehension skill test. Following the pretest, subjects were randomly assigned within sex and grade level to one of three experimental conditions--process goal, product goal, and instructional (general) goal. All students received 35-minute training sessions over 15 consecutive school days. Subjects' perceptions of their goals during the instructional sessions were assessed on the day following the last session, and subjects were also administered a posttest identical to the pretest except that a parallel form of the skill test was used. Results supported the theory that providing students with a specific learning goal can have important effects on achievement behaviors. Compared with students who received a general goal of working productively, those given either a process goal of learning to use a comprehension strategy or a product goal of answering questions demonstrated significantly higher self-efficacy on completion of the instructional program. Findings also showed that pursuing a learning process goal led to the highest comprehension skill. (One table of data is included and 35 references are appended.) (MM)

ED 296 308 CS 009 220

Loucks-Horsley, Susan, Ed.
The Reading-Writing Connection: A Whole Language Approach. An Annotated Resource List. Linking R&D to Practice Series No. 9603.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 9p.
CONTRACT- 400-86-0005
AVAILABLE FROM- Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, MA 01810 (No. 9603-09, $2.50 plus $2.50 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Higher Education; *Reading Instruction; *Reading Writing Relationship; *Theory Practice Relationship; Writing Across the Curriculum; *Writing Instruction
IDENTIFIERS- *Whole Language Approach

The 31 references cited in this resource list, intended for researchers, curriculum developers, and teachers, were selected to help make sense of the reading-writing connection and to help answer three questions: (1) What is the whole language approach? (2) Why should I teach reading and writing together? and (3) How can I teach reading and writing together? References date from 1980 to late 1987 and include a list of some journals in which current articles may be found. The types of materials annotated include books, journal articles, and monographs. (RS)

ED 296 337   CS 211 344

Rodine, Jody A.
Hook 'Em Using the Newspaper as Bait.
Gazette Telegraph, Colorado Springs, CO.
PUB DATE- Jun 86
NOTE- 42p.; Paper presented at the Regional Spring Conference of the Colorado Language Arts Society (Colorado Springs, CO, March 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Educational Games; English Instruction; Intermediate Grades; Junior High Schools; *Language Arts; Mathematics Instruction; *Mathematics Materials; Media Adaptation; *Newspapers; Reading Instruction; *Reading Materials; Secondary Education; Supplementary Reading Materials; *Teacher Developed Materials; Teaching Guides; Vocabulary Development; Writing Exercises; Writing Instruction

Designed for teachers to use with intermediate and junior high level students, the activities in this booklet focus on the newspaper as a teaching tool in three broad areas: (1) Language Arts; (2) Reading and Language; and (3) Reading, Language, and Math. The language arts section contains 14 activities identifying parts of speech, practicing alphabetization, writing skills, analysis, and synthesis, under such titles as "Verbose Sports Writers," "Jumping Gerunds," and "Amazing Advertising Antics." The three activities in the reading and language section promote reading and critical thinking skills. "Apartment Hunting," "Sports Shorts," and "Coupon Clippers Colossal Cash Craze" incorporate math with reading and language art skills in the final section. Materials required for most of these activities include newspapers, construction or notebook paper, scissors, glue, and pencil or pen. (Nine worksheets and four pages of sample questions/directions are included.) (SR)

ED 296 380 CS 506 187

Berlin, Antje

Mass Media in East Germany.

PUB DATE- Jul 88
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Broadcast Industry; Communism; Foreign Countries; *Journalism Education; *Mass Media Effects; *Mass Media Role; *Mass Media Use; Media Research; Media Selection; News Media; Programing (Broadcast)
IDENTIFIERS- Control Mechanisms (Administrative); *East Germany; Indoctrination; *Media Government Relationship; Media Imperialism; West Germany

This paper focuses on media politics, guidance and control mechanisms, journalism education, various modes of media in use, and coverage of important news in East Germany. The paper gives special consideration to the influence of West German broadcasting in East Germany. The need for such information is that it will give insight into Eastern bloc mass media systems, knowledge of which has been very limited because of very strict regulations by the governing party. It will also help to find out to what extent the mass media is an instrument of the powerful party apparatus and whether indoctrination of the people by mass media really works. The paper concludes that (1) lack of any data on media research in East Germany makes it difficult to define how the East German public perceives its mass media; (2) it is clear that East Germans who tune in to West German news programs are among the best informed people in any Communist country, something that must subtly influence government policy; and (3) many West Germans see the cultural penetration of East Germany as the single greatest contribution to the prospect of German reunification. (Twenty-nine notes are included, and 20 references are appended.) (MS)

ED 296 394 CS 506 238

Lang, Annie; And Others
The Effects of Chronological Presentation of Information on Processing and Memory for Broadcast News.
PUB DATE- Jul 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audience Analysis; Audience Response; Broadcast Television; *Cognitive Processes; Higher Education; Journalism; *News Reporting; Psychological Studies; *Recall (Psychology)
IDENTIFIERS- Broadcast Journalism; Journalism Research; *News Stories; *Order Relations; Television News; Writing Style

To test the hypothesis that news stories written in chronological order are remembered better than news stories written in typical broadcast format, a study used a mixed model factorial design to examine factors of style (traditional or chronological), subject (content of news story), and order (placement of the story within the newscast). Two target stories were produced and imbedded in a 15 minute student-produced newscast containing a total of ten stories. Conditions were identical except for the style of the target stories and their placement within the newscast. Subjects, 111 undergraduate communications and public relations students at a western university, were randomly assigned to eight viewing groups. Immediately following the newscast viewing, subjects were given a free recall test, in which they listed all the stories they could remember, and also wrote down everything they remembered about each story. A cued recall test for the two target stories was then administered, and finally, subjects completed a multiple choice test on information contained in the target stories. Results showed that the recollections of subjects who viewed the chronological presentation were more accurate than those of subjects who viewed the traditional broadcast presentation. (One table of data and 14 references are appended.) (MM)

ED 296 407   CS 506 251

Pincus, J. David; And Others

Internal Communication and Job Satisfaction Revisited: The Impact of Organizational Trust and Influence on Commercial Bank Supervisors.

PUB DATE- Jul 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Banking; Communication Research; Employee Attitudes; *Job Satisfaction; *Organizational Climate; *Organizational Communication; Trust (Psychology)
IDENTIFIERS- Communication Context; *Communication Satisfaction; *Superior Subordinate Relationship

Using H. Dennis' (1974) five-factor communication climate construct framework as a predictor variable, a study investigated the relationship between perceptions of communication climate and job satisfaction of supervisory employees in the banking industry. A systematic random sample was drawn from 68 commercial banks in Orange County, California, during the late spring of 1985. Thirteen banks were selected for the study, and 137 supervisory personnel from those banks were surveyed (with a 71% response rate or 98 useable questionnaires). The questionnaire measured Dennis' five communication factors: (1) perceptions of superior-subordinate communication; (2) reliability of organization information; (3) supervisors' empathy for subordinates; (4) upward communication and influence; and (5) reliability of information from subordinates and peers. Job satisfaction questions examined compatibility with fellow employees, adequacy of immediate supervisor, satisfaction with their job as a whole, effectiveness of the organization, and satisfaction with economic rewards. The questionnaire was pre-tested among 30 supervisors at two banks in Orange County not included in the sample, and the minor changes recommended by the participants were incorporated. Results confirmed that positively perceived organizational communication is positively and significantly related to job satisfaction. Analysis also revealed a positive link between organizational trust and influence. A major contributor to supervisors' job satisfaction was their communication with top management and their ability to influence workplace decisions--not their communication with immediate supervisors. (Two tables of data and 61 references are appended.) (MM)

ED 296 421 CS 506 274

Simon, Augusta M.
The Meaning of Meaning: The Life-Worlds of Some Unity School Truth Drama Participants.
PUB DATE- Nov 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Christianity; *Discourse Analysis; Interviews; Religious Organizations; *Rhetorical Criticism; Self Concept
IDENTIFIERS- Discourse Aims; God (Concept); Metaphysics; Perceived Reality; Reality; Religious Experiences; Religious Movements; Religious Publications; Rhetorical Devices; Rhetorical Strategies; *Spiritual Development; Truth; *Unity School of Christianity

Religious symbol systems have the capacity to bring into place superordinate constructions of reality. One interesting construction of reality has been developed by the Unity School of Christianity, organized in the second half of the nineteenth century and perhaps the most successful of organized groups within the American New Thought/Metaphysical movement. Interviews were completed with ten movement participants, members of a Unity satellite organization in a midwest American city, as a follow-up to rhetorical analysis of Unity's premiere publication, "Daily Word Magazine." Data showed that (1) participants' responses indicate rational understanding of the manifest thematic content of the "Daily World" discourse; (2) respondents, in accordance with the ultimate framework of Unity, appear to accept the responsibility that to give expression to spiritual heritage, one must recognize Truth as principle and law of the universe; (3) respondents embrace a new spiritual identity as "Truth Students," which means to achieve redemption as they transcend the frustrations, contradictions, and conflicts of social life; (4) respondents understand they are using attention-shifting as a rhetorical strategy to progress in the ability to know and perceive in a spiritual way; and (5) respondents see themselves as Truth Students participating actively in a rhetorical drama. (Twenty-one notes are included.) (MS)

ED 296 435 EA 020 010

Lindgren, Janet, Comp.
Evaluating Your Superintendent.
California School Boards Association, Sacramento.
PUB DATE- 85
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Accountability; *Administrator Evaluation; *Board Administrator Relationship; Board of Education Policy; *Board of Education Role; Elementary Secondary Education; *Evaluation Criteria; Evaluation Utilization; *Superintendents; Supervisor Qualifications

One of the key responsibilities of a school board is to adopt procedures for regular evaluation of the superintendent's performance. This handbook therefore provides specific suggestions for developing these procedures. Based on a question-and-answer format, the handbook is divided into seven chapters: (1) Evaluating your superintendent (a summary of the contents of the guide as a whole); (2) Why evaluate the superintendent? (3) What should be evaluated? (4) When is evaluation undertaken? (5) What information is needed? (6) How should evaluation take place? and (7) What happens with the results? A bibliography is included, and sample job descriptions, board policies, and evaluation instruments are appended. (TE)

ED 296 449 EA 020 101

Cohen, Leonora M.

Developing Children's Creativity, Thinking, and Interests. Strategies for the District, School, and Classroom.

Oregon School Study Council, Eugene.

PUB DATE- Mar 88
NOTE- 71p.
AVAILABLE FROM- Publications, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00 prepaid; $2.50 shipping and handling on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- *Childhood Interests; *Cognitive Development; *Creative Thinking; Curiosity; Elementary Secondary Education; *Expectation; Imagination; *Individual Differences; *Interdisciplinary Approach

To foster individual development, educators must seek the gifts in every child, in those not demonstrating academic abilities as well as in the most brilliant. Instead of stifling thinking, creativity, and interest development, educators must encourage these behaviors. Currently, a big discrepancy exists between the child's potential and what schools actually value or stimulate. This bulletin first examines some barriers to developing children's creativity, thinking, and interests, such as low self-concept, lack of training opportunities, testing for facts instead of relationships, fragmented curricula, short-term views on course content, and negative attitudes toward creativity. Chapter 2 discusses the meaning of creativity and explores whether it should be nurtured in all children or only in the gifted and talented through a continuum of creative behaviors. Chapter 3 looks at ways to support cognitive development and the relationship between thinking and creativity. Chapter 4 treats the importance of interests in the child's learning and development and discusses types of interests, how they are structured, and the relation of interests to creativity. The final two chapters discuss practical strategies for supporting creativity, thinking, and interests at the district, school, and classroom levels. To produce Renaissance or visionary men and women will require a reexamination of play, interest development, self-regulation, and autonomy in early creative development. Included are 7 figures and 146 references. (MLH)

ED 296 236 CG 020 926

Henkel, Jane R.
Revisions in Laws Relating to Truancy and Dispositional Alternatives for Delinquent or Truant Children (1987 Wisconsin Act 285). Information Memorandum 88-1.
Wisconsin State Legislative Council, Madison.
PUB DATE- 26 Apr 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Attendance; Children; *Delinquency; Elementary Secondary Education; *School Attendance Legislation; *State Legislation; *Truancy
IDENTIFIERS- Wisconsin

This Wisconsin Legislative Council information memorandum describes 1987 Wisconsin Act 285, relating to truancy and dispositional alternatives for children adjudged delinquent or in need of protection or services based on habitual truancy. Part I of the memorandum lists eight highlights of Act 285. Part II describes statutes not affected by Act 285 and contains discussions of the compulsory school attendance requirement, truancy and school attendance enforcement, required school activities, and juvenile court dispositions. Part III describes the eight provisions of Act 285: (1) the definition of a habitual truant; (2) the truancy plan; (3) school truancy procedures; (4) municipal ordinances prohibiting truancy and municipal court jurisdiction; (5) juvenile court proceedings; (6) court-ordered educational services; (7) penalties; and (8) county ordinances creating forfeitures. (NB)

ED 296 122 CE 050 405

Budke, Wesley E.; Kerka, Sandra
Human Performance Technology. ERIC Digest No. 74.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; Adult Educators; Corporate Education; *Human Factors Engineering; Human Resources; *Job Performance; *Labor Force Development; Postsecondary Education; *Systems Approach; *Theory Practice Relationship; *Trainers
IDENTIFIERS- ERIC Digests

Training and development professionals play a unique role in helping people improve their performance by using all aspects of the work environment to make those improvements occur. These professions are currently debating the existence of an integrated theoretical framework and how it might support practice in their field. Human performance technology (HPT) has been proposed as a systems-based field of study for training and development. The goal of the HPT field is to use systems approaches to ensure that individuals have the knowledge, skills, motivation, and environmental supports required to do their jobs effectively and efficiently. The conceptual domain of HPT is defined by management, development, and systems functions. In terms of professional preparation, academic programs for training and development should be based on a set of core competencies and a unique theoretical base such as human performance technology. Jacobs has listed 11 propositions from the study of HPT. The following are among those propositions: human performance and behavior are different and knowledge of the difference is important for achieving goals in HPT; organizational as well as individual goals must be considered in defining worthy performance; and exemplary performance provides the most logical referent for determining job performance standards. (MN)

ED 296 180 CE 050 561

Smith, Marilee A.; Moseley, James L.
Universal Precautions: An Instructional Module for Nurses and Other Allied Health Personnel.
PUB DATE- 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Allied Health Occupations; *Allied Health Occupations Education; Communicable Diseases; *Disease Control; Independent Study; Learning Modules; Medical Services; *Occupational Safety and Health; Postsecondary Education; Primary Health Care; *Public Health

This self-instructional module is designed to inform health care providers about the concept of universal precautions, which has been recommended by the U.S. Public Health Department as a way of minimizing the risk of occupationally acquired human immunodeficiency virus (HIV), infections, and the potential development of acquired immunodeficiency syndrome (AIDS). The module covers the modes of HIV transmission and describes in detail the infection control strategies that should be used when implementing universal precautions. Various practice activities are provided throughout the module for reinforcement. A postassessment is included to help the learner evaluate personal achievement of the listed learning objectives. A discussion of the importance of implementing universal precautions to prevent the spread of other infectious agents is also included. The module has been field-tested by a selected group of learners. (MN))

ED 296 352   CS 211 359

Salwen, Michael B.
News Coverage during International Political Uncertainty: The Korean Press Reports Sino-U.S. Normalization.

PUB DATE- Jul 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Foreign Policy; *International Relations; Mass Media Role; Media Research; *News Media; Political Influences
IDENTIFIERS- China; Journalism Research; Media Coverage; News Sources; News Stories; *North Korea; *South Korea; Taiwan; United States

The rapid pace of improving relations between the United States and the People's Republic of China during the late 1970s has been well scrutinized by mass media scholars, but most of the research has focused on the press coverage emanating from the United States, the People's Republic of China, and Taiwan, the major nations involved in normalization. A study examined how the press of the Republic of Korea (ROK, South Korea) and the Democratic People's Republic of Korea (DPRK, North Korea) reported Sino-United States normalization during 1978 and 1979 through six critical events related to Sino-U.S. normalization in two leading daily newspapers of the ROK and the official party press organ of the DPRK (272 news stories were examined in all). Results showed that (1) only one story involving Sino-United States normalization appeared in the DPRK press, suggesting evidence for the "delaying hypothesis"; (2) more than a quarter of the normalization stories in the ROK press linked normalization to inter-Korean affairs; (3) there was some evidence suggesting that the ROK press reported normalization in a manner that promoted peace and understanding; and (4) normalization stories involving Korean affairs contained more "mixed" stories (with both positive and negative assertions) than those not involving Korean affairs, suggesting that when the ROK press linked this ambiguous external event to internal affairs it did so in an informative manner that weighed the positive and negative consequences of normalization on Korean affairs. (Three tables of data are included, and 83 references are appended.) (MS)

ED 296 366 CS 211 373

Language Arts Curriculum Guide, 4.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 87
NOTE- 153p.; For other guides in this series, see CS 211 369-377.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Course Content; *Course Objectives; *Grade 4; Grammar; Handwriting; Intermediate Grades; *Language Arts; *Learning Activities; Listening Skills; Public Schools; Skill Development; Speech Communication; Spelling Instruction; State Curriculum Guides; Writing Instruction; Writing Skills
IDENTIFIERS- *Curriculum Emphases; Organizational Skills; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for fourth grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

ED 296 067 CE 050 117

Interim Report 1985. Working Document. European Community Action Programme. Transition of Young People from Education to Adult and Working Life.

IFAPLAN, Brussels (Belgium). Programme Information Office.

SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).

REPORT NO.- 33WD85EN

PUB DATE- Sep 85

NOTE- 62p.; For other reports in this series, see CE 050 115 and CE 050 213-219.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Career Education; *Career Guidance; Curriculum Development; Demonstration Programs; Developed Nations; *Education Work Relationship; Equal Education; Foreign Countries; Migrant Education; Regional Cooperation; Secondary Education; Sex Fairness; *Staff Development; Student Certification; Student Evaluation; Vocational Education; *Work Experience Programs

IDENTIFIERS- *European Community

This document provides an interim report on 30 pilot projects that make up the European Community's second Programme on the Transition from Education to Adult and Working Life. The main part of the report consists of 10 sections reviewing activities in the 10 thematic or policy areas adopted, in consultation with national authorities, to facilitate analysis, comparison, and reporting on the program. The 10 areas are (1) the development and use of work experience schemes in secondary education; (2) equal opportunities for girls and young women; (3) guidance and youth information services; (4) staff development; (5) assessment and certification; (6) the integration of young migrants; (7) education for enterprise; (8) schools and social action; (9) curriculum development; and (10) cooperation and partnership in a local/regional context. A table summarizes in graphic form the theme or policy areas in which each project is working. Section 11 reviews the various ways in which the European dimension of the program has been exploited. A list giving the location, address, and objectives of each of the 30 pilot projects is appended. (YLB)

ED 296 165 CE 050 465

Allen, Thomas R., Jr., Comp.
Desired Student Preparation in the Job Application Process as Perceived by the Business Community.
Appalachian State Univ., Boone, NC. Faculty Development and Instructional Services Center.
PUB DATE- Feb 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Education; Employer Attitudes; *Employment Interviews; *Employment Potential; Job Applicants; *Job Application; *Job Search Methods; *Job Skills; Postsecondary Education; Resumes (Personal); Surveys

The major purpose of this study was to determine from the business community what competencies in the job application process are needed by students preparing to enter the job market for their first full-time position. Data were collected from 100 human resource administrators (out of a sample of 400). The general feeling of the administrators was that students needed preparation for the initial written application material, including the job application letter and resume. They felt that students needed suggestions for advance preparation for the job interview. Specifically, this included proper dress and grooming, knowledge of specific job for which applicant is qualified, and knowledge of the organization at which the applicant is applying. During the job interview, administrators were particularly interested in the applicants' knowledge of their strengths and what contributions they could make to the organization. They agreed that a job interview follow-up letter shows courtesy and that the interviewee is interested in the job. The study instrument is appended. (YLB)

ED 296 194 CG 020 884

Ballantine, R. Malcolm
Decision Support Systems and the Conflict Model of Decision Making: A Stimulus for New Computer-Assisted Careers Guidance Systems.
PUB DATE- Mar 88

NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Chicago, IL, March 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Guidance; *Computer Oriented Programs; Counseling Techniques; *Decision Making; Models
IDENTIFIERS- *Computer Assisted Guidance; *Conflict Model of Decision Making; Decision Support Systems

Decision Support Systems (DSSs) are computer-based decision aids to use when making decisions which are partially amenable to rational decision-making procedures but contain elements where intuitive judgment is an essential component. In such situations, DSSs are used to improve the quality of decision-making. The DSS approach is based on Simon's (1960) bounded rationality model of decision-making. Replacing that model with a more detailed model of decision-making would increase the usefulness of DSSs. Janis and Mann's (1978) conflict theory of decision-making sees most significant decisions to be somewhat stressful. The challenge of a threat or an opportunity starts a decision-making process in which four questions are asked, resulting in the possibility of five basic outcomes: (1) unconflicted adherence, in which the person determines that the best course of action is to do nothing; (2) unconflicted change, in which the most immediately available alternative is selected without further consideration; (3) defensive avoidance, in which the problem is ignored; (4) hypervigilance, in which panic sets in; and (5) vigilance, in which a full and effective search of the alternatives can be made. The model also contains a Decisional Balance Sheet with which to evaluate decisions. This model of decision-making should enable the decision support model to be extended in a way which suggests new approaches to using computers as decision aids, especially in the area of career guidance. (NB)

ED 296 209 CG 020 899

Risica, Virginia J.; Nevid, Jeffrey S.
Effects of Counselor Disability on Counselor Attraction in an Analogue Setting.
PUB DATE- Aug 87

NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Bias; *College Students; Counselor Client Relationship; *Counselors; *Disabilities; Higher Education; *Interpersonal Communication

The majority of research examining attitudes toward the disabled has demonstrated stereotypically negative biases among disabled and nondisabled populations. These biases may include avoidance or increased social distance with the disabled as well as feelings of uncomfortableness when interacting with disabled individuals. This study investigated the effects of apparent counselor disability on counselor attraction based upon both self-report and behavioral measures in an analogue counseling interaction. College undergraduate students (N=60) met with either a visibly disabled (either visually impaired or wheelchair-bound) counselor or a nondisabled counselor to discuss issues relating to a personal relationship in their lives. Results showed no evidence that counselor disability status affected either self-disclosure or counselor ratings. The results suggest that the disability enhancement effect obtained in prior research may not generalize to face-to-face interactions with the counselor in which cues other than disability may become more salient. (Author/ABL)

ED 296 223 CG 020 913

Tangri, Sandra Schwartz; Jenkins, Sharon Rae
Marriage-Career Conflict: Anticipating It, Using It, Minimizing It.
PUB DATE- Aug 87
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *College Graduates; Conflict; *Conflict Resolution; Coping; *Employed Women; Expectation; *Family Role; Females; Followup Studies; Nontraditional Occupations; *Role Conflict

Much has been written about the conflicts that women experience when they combine work and family roles into one life style. This study focused on how the issue of the marriage-career conflict played itself out in the lives of women who graduated from college in 1967. Data were obtained from a stratified random sample of female college graduates who had participated in the Michigan Student Study (Gurin, 1971). One-third of the sample (Role-Innovators) wanted occupations in which less than 30% of the workforce was female; one-third (Traditionals) wanted occupations in which at least 50% of the workforce was female; and one-third (Moderates) wanted occupations in which between 30% and 50% of the workforce was female. Results revealed that women who expected marriage-career conflict in 1967 also gave a higher priority to career, chose a more Role-Innovator occupation, spent more time in the labor force, and actually worked in a Role-Innovator occupation. Getting married, having children, and ending up in a more traditional occupation were all associated with more frequent reports of conflict in 1981, and with more changes from not expecting conflict in 1967 to actually experiencing conflict in 1981. Neither timing of marriage nor number of children was related to changes in conflict. It appears that women who stay in the labor force develop strategies for reconciling career and marriage demands; and that women who do not develop such strategies both increase their feelings of conflict and decrease their labor force participation. (NB)

ED 296 237   CG 020 927

Hayashida, Cullen T.

A Comparative Analysis of the Functional Disability Levels of Adult Day Care, Adult Day Health and ICF-Level Nursing Home Elderly in Hawaii.

PUB DATE- Mar 88
NOTE- 41p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988). Report is part of a legislative document entitled "Adult Day Centers in Hawaii: Comprehensive Assessment for Strategic Planning for the 1990's" prepared for the Hawaii State Department of Human Services.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Day Care; *Clinical Diagnosis; *Daily Living Skills; Demography; Family Role; *Institutionalized Persons; Mental Health; Nursing Homes; *Older Adults; Physical Health; *Self Care Skills; Social Life; Social Support Groups

This study compared the functional disability levels of participants in adult day centers with patients in intermediate care facilities (ICFs). A three-page questionnaire measuring demographics, social resources, physical health, mental health, and activities of daily living as assessed by the Activities of Daily Living scale and the Instrumental Activities of Daily Living scale was administered by trained staff at all 15 of Hawaii's adult day centers and at 22 of Hawaii's 26 ICFs. The final sample (N=824) consisted of 462 ICF patients, 67 Adult Day Health (ADH) participants, and 295 Adult Day Care (ADC) participants. The results revealed significant differences among the three subgroups in functional status while similarities existed in medical diagnoses and demographic characteristics. The demographic makeup of the ADC and ICF groups was similar for mean age, percent female, and incidence of medical diagnoses. The two groups differed in that the ADC group was healthier, more independent, and more involved in social activities that was the ICF group. The degree of family support of ADC participants was significantly higher than for ICF patients. The ADH participants, compared to ICP and ADC participants, were younger, equally likely to be male or female, and had the shortest length of stay in the program. The findings suggest that the availability of family and informal support is an important factor in the use of adult day centers. Appendixes include the functional disability questionnaire and four data tables. (NB)

ED 296 252 CG 020 944

Project Asset 1986-1987.
Genesee Intermediate School District, Flint, Mich.
PUB DATE- 28 Mar 88
NOTE- 26p.; Paper presented at the National Conference on Dropout Prevention (1st, Winston-Salem, NC, 1988).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Dropouts; *High Risk Students; Secondary Education; Secondary School Students; Social Support Groups; *Student Employment

This document describes an innovative dropout prevention program, Academic Support for Students and Employment Training (Project ASSET). It explains how participants were selected from students considered to be dropout risks because of attendance, grade-level test results, or dropout history and extenuating circumstances. Three types of support provided to students by Project ASSET are discussed: (1) financial support provided in the form of job placement; (2) academic support provided through study sessions in mathematics and reading held after school, supplemented with computer-coordinated courses already functioning in the school; and (3) personal support provided through home visits and meetings with teachers, supervisors, and staff. Recommendations for program changes are discussed, including dropping the public assistance requirement, motivators for study sessions, and expansion to 9th and 10th graders and middle school students. The renovation of an old elementary school by Project ASSET participants over the summer is discussed in detail, with an explanation of how students who had previously had little or no experience in working with tools worked under craftsmen, putting up walls and insulating. Over 30 pictures illustrating the work are included. (ABL)

ED 296 267 CG 020 959

Hiebert, Bryan; Mendaglio, Salvador

A Transactional Look at School Principal Stress.

PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Some pages contain light type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Coping; Elementary Secondary Education; Foreign Countries; *Principals; *Stress Management; *Stress Variables; *Work Environment
IDENTIFIERS- Canada

It appears that stress results from an imbalance between the demands people face and their resources for dealing with those demands, rather than from the demands alone. This study addressed the interplay between environmental events, personal attempts to cope with the demands of those events, and the effect that environmental demand and personal coping have on a school principal's perception of stress. Elementary and secondary school principals (N=429) in Alberta, Canada completed a survey measuring demographic information; fluctuations in stress levels over the school year and the reciprocal influences between job and nonjob stressors; the procedures principals used to control stress; and the relationship between demands, perceived coping effectiveness, and stress for both job and nonjob demands. The results revealed that the principals considered their jobs to be moderately stressful, with stress levels varying throughout the school year. Stress levels were reported to be higher in job settings than in nonjob settings. Most principals reported using few skills that have been demonstrated to be successful for controlling stress. The positive relationship found between demand and stress, coupled with the negative relationship found between stress and perceived coping effectiveness, suggests that people who perceive themselves as coping effectively with the demands they face generally are not very stressed. (NB)

ED 296 281 CS 009 186

Stahl, Norman A.; And Others

The Materials of College Reading Instruction: A Critical and Historical Perspective from 50 Years of Content Analysis Research. College Reading and Learning Assistance Technical Report 87-03.

PUB DATE- Sep 87
NOTE- 40p.; Tables contain small but clear print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; Higher Education; *Reading Instruction; *Reading Materials; Reading Research; Research Methodology; Study Skills; *Textbook Content; Textbook Evaluation; Textbook Research
IDENTIFIERS- *Research Styles; *Research Trends

Focusing on research from the mid-1920s to the mid-1980s, a study examined the published content analyses of college reading texts from the standpoints of methodology employed by various writers, specific information presented in respective content analyses, and observed trends in content presentation that have emerged since the mid-1920s. Examination showed that content analyses of college reading materials issued before 1975 focused on studies analyzing the overall content of a text, and studies analyzing specific skills or subskills presented in a text. Contemporary content analyses concentrated on the perspectives of theory/research-driven analysis and curricular-driven analysis. Analysis revealed the following conclusions: (1) a consensus across texts as to what constituted effective study methods did not exist; (2) research evidence for most of the advocated techniques was missing; (3) adequate instruction and practice for presented skills and subskills were limited in scope and validity; (4) transfer value of many practice activities to actual postsecondary reading and study tasks was in question; and (5) reliance on impressionistic evidence rather than research and statistical evidence was the norm. Furthermore, the findings of the early content analyses did not seem to influence the authors of contemporary college reading texts. (Two tables of data are included, and a master list of college reading and learning assistance technical reports and 33 references are appended.) (MM)

ED 296 309 CS 009 221

Woodley, John W.

Reading Assessment from a Whole Language Perspective.

PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Observation Techniques; *Classroom Techniques; Elementary Education; *Informal Reading Inventories; *Reading Achievement; Reading Comprehension; *Reading Diagnosis
IDENTIFIERS- *Whole Language Approach

Several approaches to reading assessment, based on the whole language approach, can provide teachers with a frame of reference to guide them in making decisions about selecting and planning classroom activities. The more traditional approach to reading assessment, usually referred to as reading diagnosis, focuses on the final product (the test scores) and looks for symptoms of underlying reading disorders. Whole language is a theoretical perspective which allows both teachers and students to focus on growth and development in language use and language learning rather than on instruction, conformity or a fixed curriculum. Approaches to reading assessment within the whole language framework include a print awareness task, book handling task, patterned language task, reading interview, miscue analysis, and situational responses to reading. The observations made by teachers using these assessments provide a meaningful alternative to heavy reliance on standardized tests and lead to a more effective educational program for all. (Twelve references are attached.) (RS)

Pilgrim, Tim A.; Simpson, Roger

The Joint Operating Agreement: A Marvelous Machine with Damned Tight Steering.

PUB DATE- Jul 88
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Journalism; Media Research; *Newspapers
IDENTIFIERS- Advertising Effectiveness; *Joint Operating Agreements (Newspapers); Management Practices; *Newspaper Circulation; Newspaper Ownership; Newspaper Preservation Act 1970; Washington (Seattle)

The Newspaper Preservation Act of 1970 is frequently viewed as a legislative device for averting the failure of a competing metropolitan daily newspaper and is said to create, for the formerly competing newspapers, a monolithic management unit which enjoys advantages over the two publishing units it replaces. A study examined one of those advantages--control of circulation of the two papers in ways that enhance the appeal to advertisers of the two newspapers in combination --by analyzing the circulation patterns of two newspapers involved in a Joint Operating Agreement (JOA). The case reviewed is the Seattle, Washington, metropolitan newspaper market dominated by a JOA between "The Seattle Times" and "The Seattle Post-Intelligencer" since May 1983. Results showed that (1) distant "fringe" cities have been lopped from the circulation map; (2) cities of intermediate distance from the publishing plant are targets for circulation building by the Seattle newspaper which does not face direct time-cycle competition from a suburban daily; and (3) circulation is being maintained and increased for both newspapers in the nearby cities essential for the broad area coverage offered to advertisers. No matter what the management form, however, newspaper use among adults continues to decline. (Thirteen extensive notes, one map, and three tables of data are included.) (MS)

ED 296 338 CS 211 345

Dittmer, Allan; And Others
School, University, State: Collaboration for Writing Programs.

PUB DATE- Mar 88
NOTE- 34p.; Panel presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Cooperation; Grants; Inservice Teacher Education; *Institutional Cooperation; Secondary Education; *State Aid; State Departments of Education; *State School District Relationship; Tutoring; Urban Education; Writing Across the Curriculum; *Writing Instruction; *Writing Laboratories; Writing Skills
IDENTIFIERS- National Writing Project; University of Louisville KY; Writing Workshops

The subject of this panel presentation was a collaborative effort to improve writing instruction around the state of Kentucky, which resulted in the funding of several National Writing Project sites, regional workshops, and a competitive grants program to encourage middle and high school classroom teachers to develop innovative writing projects in their schools. The panel discussed the collaborative efforts of the University of Louisville, the public schools, and the State Department of Education in establishing specific writing projects in Kentucky. Presentations included in this paper are (1) introductory comments on collaboration (Marjorie Kaiser); (2) "Collaboration to Create Environments and Curriculum for Writing Instruction" (Sonia M. Cohen); (3) "An Inner City Writing Project" (Mike Miller); (4) "Training and Utilizing Peer Tutors in a High School Writing Center" (Rita Peterson); (5) comments on the collaborative efforts from the point of view of the State Department of Education (Ellen Lewis); and (6) concluding remarks (Allan Dittmer). (RS)

ED 296 395 CS 506 239

Atwater, Tony; Green, Norma F.

Televised News Sources in Network Coverage of International Terrorism.

PUB DATE- Jul 88
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Broadcast Industry; Content Analysis; International Crimes; *Mass Media Role; News Media; *News Reporting; *Television; *Terrorism
IDENTIFIERS- International News; Journalism Research; Media Coverage; *News Sources; News Stories; Television Networks; Television News; *TWA Hostage Crisis

To examine how United States network news personalizes coverage of international terrorism, a study conducted a content analysis of videotaped reports relating to the TWA airliner hijacking of June 1985. Videotapes of the TWA hostage incident from "ABC World News Tonight," "CBS Evening News," and "NBC Nightly News" during the period of June 14 through June 30, 1985, were analyzed according to the televised news source--defined as the videotaped "sound bite" of the newsmaker as seen and heard in the context of a network news report. For this study, televised news sources were included in the analysis when they were seen and heard on camera in either an interview, public speech, or studio setting in both live and prerecorded contexts. A total of 790 "sound bites" were broadcast in 244 stories during the 17-day incident, with CBS televising the largest percentage of news. News stories which qualified as news commentary or analysis were not included in the study. Each "sound bite" was coded using a list of variables including network, source type, source status, time length, source setting, and newscast placement. Results showed that the sources televised during the TWA hijacking were most frequently unofficial, domestic sources. Over half of these sources were either hostages or relatives and friends of hostages, suggesting that network coverage of terrorism tends to relate a "human" drama in which hostages and their families are portrayed as the central characters. (Five tables of data and 30 footnotes are appended.) (MM)

ED 296 436 EA 020 011

Proactive Collective Bargaining for School Board Members.
California School Boards Association, Sacramento.
PUB DATE- Apr 87
NOTE- 56p.; Revised, expanded, and updated edition of ED 197 424.
AVAILABLE FROM- Publications, California School Boards Association, 916 23rd Street, Sacramento, CA 95816 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Board of Education Policy; *Board of Education Role; *Collective Bargaining; Elementary Secondary Education; *Employer Employee Relationship; Labor Problems; Labor Relations; Negotiation Agreements; Negotiation Impasses; *Scope of Bargaining; Teacher Strikes
IDENTIFIERS- Educational Employment Relations Act (California); Positive Employment Relations Program

This handbook is a guide to the collective bargaining process for school board members. It emphasizes the need for school boards to take the initiative in setting goals, reducing the potential for friction, and preserving management prerogatives against the competing responsibility to bargain in good faith under the law. Chapter 1 describes the role of the school board in collective bargaining. Chapter 2 addresses the issues involved in selecting a chief negotiator to represent the school board in the bargaining process. Chapter 3 lists guidelines for communication between the school district and the community, and also for communication with the district staff and with management and nonmanagement employees. Chapter 4 addresses the board's role in administration of the contract that results from the collective bargaining process. Chapter 5 describes a model communications program entitled PERP (Positive Employment Relations Program) that emphasizes equity, supervision, problem solving, recognition, and professional fulfillment in employment relations. Chapter 6 provides advice for handling impasses and strikes, including mediation, factfinding, and contingency plans for dealing with concerted activities such as strikes and demonstrations. Appended are a glossary of collective bargaining terminology and an overview of the Educational Employment Relations Act. (TE)

ED 296 081 CE 050 221

Berman, Melissa A., Ed.
Restructuring Education. Highlights of a Conference (Washington, D.C., August 1987). Research Report No. 902.
Conference Board, Inc., New York, N.Y.
REPORT NO.- ISBN-0-8237-0345-2
PUB DATE- 87
NOTE- 52p.
AVAILABLE FROM- Conference Board, Inc., 845 Third Avenue, New York, NY 10022.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- *Business Responsibility; Case Studies; *Cooperative Planning; *Cooperative Programs; *Program Development; *Program Improvement; *School Business Relationship

This collection of conference papers explores how education should be restructured in order to promote greater cooperation between business and industry. Educators, public/private-sector authorities, and others focus on: changing needs of employers; changing composition of student bodies; overcoming inertia in the system; and business-education partnerships. The following papers are included: "The Common Agenda: Liberating Undreamed-of Talent" (Bill Clinton); "Education: The Real Risks" (Donald Stewart); "Beyond Business-Education Partnerships" (Ted Kolderie); "Business-Education Initiatives: An Assessment" (Marsha Levine); "Matching Needs and Resources" (Patrick Manders); "Tenneco Adopts a School" (Gordon Bonfield and Jo Ann Swinney); "Saturday Academy" (Badi Foster); "Investment Gone Awry: Case Study and Lessons" (Edward Fox); and "A New Education Agenda for Business: Workshop Sessions" (Leonard Lund). (MN)

ED 296 094 CE 050 291

Exploring Photography. The Illinois Plan for Industrial Education.

Illinois State Univ., Normal.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 87
NOTE- 79p.; For related documents, see CE 050 288-298.
AVAILABLE FROM- Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Equipment Utilization; *Industrial Education; *Industry; Junior High Schools; Learning Activities; Lesson Plans; Middle Schools; *Photographic Equipment; *Photography; *Production Techniques; Statewide Planning; Technical Education; *Technological Literacy; Technology

This guide, which is one in the "Exploration" series of curriculum guides intended to assist junior high and middle school industrial educators in helping their students explore diverse industrial situations and technologies used in industry, deals with exploring photography. The following topics are covered in the individual lessons: introduction to photography, photography applications (the advantages and applications of photography and steps in planning a training presentation), techniques for photographing a subject, steps in processing photographs (developing print, slide, and instant films and preparing a presentation), and procedures for presenting a subject and making a presentation. The guide includes the rationale behind its development, hints to the teacher, lesson plans, student handout masters, teacher aids, a unit examination, and a list of references. The lesson plans include cross-referenced lists of objectives, lesson content, and learning activities. (MN)

Hedges, Lowell E.; Straquadine, Gary S.
Perceptions of the Competencies of Supervising Teacher Educators as Held by New and Returning Ohio Teachers of Vocational Agriculture.
PUB DATE- 87
NOTE- 35p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 25-March 1, 1987). Appendix contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Beginning Teachers; Inservice Teacher Education; Master Teachers; Postsecondary Education; State Surveys; *Student Teacher Supervisors; Teacher Attitudes; *Teacher Educators; *Teacher Effectiveness; Teacher Qualifications; *Teacher Supervision; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Ohio

A study examined the effectiveness of supervising teacher educators as perceived by new and returning vocational agriculture teachers in Ohio who participated in the inservice teacher education offered by the Department of Agricultural Education of The Ohio State University. The study was conducted in two parts: once in 1984 and again in 1986. A total of 60 teachers who began teaching in 1983, 1984, or 1985 and a total of 93 teachers who began teaching in 1980, 1981, or 1982 (all of whom were still teaching at the time of the surveys) constituted the study populations. An approximate return rate of 78 percent was achieved for both parts of the study. Teachers were grouped as to type of preparation program (teachers who held a bachelor's degree and 4-year provisional certificate versus 24-credit-hour preparation program teachers). The 24-hour program teachers scored the teacher educators at a significantly higher level than did the regular program teachers on 12 of the 33 competencies/characteristics items studied. The teachers in the 1986 sample rated the supervisors more highly than did their 1984 counterparts on four items, including adequately checking lesson objectives in the student teachers' lesson plans and listening attentively to student teachers' concerns. The 1986 group gave the supervisors lower ratings in the areas of adequate numbers of site visits and conferences with the student teachers' immediate supervisors. Appended are four tables showing competency scores and comparisons. (MN)

ED 296 137 CE 050 424

Manage the Attendance, Transfers, and Terminations of Co-op Students. Module J-2 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-222-8
PUB DATE- 88
NOTE- 28p.; For related modules, see ED 289 964 and CE 050 422-428.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Attendance; Competence; *Competency Based Education; *Cooperative Education; Course Content; Course Organization; Educational Resources; Independent Study; Learning Activities; Learning Modules; Postsecondary Education; *Program Administration; School Business Relationship; Staff Development; *Teacher Education; Teaching Methods; Transfer Policy; Transfer Students; Vocational Education; *Vocational Education Teachers; Withdrawal (Education); *Work Experience Programs

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preservice and inservice preparation of teachers and other occupational trainers in all occupational areas. This module contains three learning experiences that are designed to give teachers/student teachers skill in planning and applying procedures and policies for the management of student attendance, transfers, and terminations in a cooperative education program, and for serving as a teacher-coordinator for such a program. Each learning experience contains an objective, several activities, information sheets, resource lists, and a self-check with model answers. The final learning experience requires the teacher/student teacher to demonstrate competency in applying the material of the module in an actual teaching situation. (KC)

ED 296 151 CE 050 446

Mullinix, Shauna K.

Orchard Business Management. Unit I. Establishing an Orchard Record Keeping System.

Wenatchee Valley Coll., Wenatchee, Wash.
SPONS. AGENCY- Washington State Board for Vocational Education, Olympia.
PUB DATE- 1 Jul 88
NOTE- 408p.; For unit II, see CE 050 447.
AVAILABLE FROM- Kent Mullinix, Director, Tree Fruit Production Programs, Wenatchee Valley College, Wenatchee, WA 98801 (at cost; accompanying record book also available at cost).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; *Agricultural Production; Behavioral Objectives; *Curriculum Development; *Farm Management; Learning Activities; Lesson Plans; Money Management; Postsecondary Education; *Recordkeeping; Vocational Education
IDENTIFIERS- *Orchard Management

This guide is intended for use in providing in-depth formal classroom and on-site instruction in the principles of business and financial management as they apply to operating and managing orchards. Designed to be used with an accompanying Orchard Business Management Record Book, this unit (i.e., the first year) of the course deals with establishing an orchard recordkeeping system. The unit contains 14 separate lessons to be taught over 19 meetings (each lasting 2.5 hours). The design of all of the lessons is based on a problem-solving approach, with each lesson including a review, objective, motivation techniques, key questions, instructional text, group discussion questions, a review of major conclusions, and an orchard site visit. Handouts and transparency masters are provided at the end of each lesson section. This unit deals with establishing and maintaining various types of records (including payroll, enterprise, stored crop, credit, family living expense, and cultural records) and with planning cash flows. (MN)

ED 296 295 CS 009 204

Varnhagen, Stanley J.; And Others

Analysis of Spelling Errors Made by Average Ability and Reading Disabled Children: Evidence for a Developmental Lag?

PUB DATE- Apr 88

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- Cognitive Development; *Cognitive Processes; Elementary Education; *Error Analysis (Language); Grade 3; Grade 5; Language Arts; *Reading Difficulties; *Spelling; *Spelling Instruction

IDENTIFIERS- Developmental Patterns; Spelling Growth; *Spelling Patterns

A study examined the spelling of reading disabled (RD) and average ability students within the context of the developmental lag hypothesis, which was then contrasted with a developmental difference hypothesis. Subjects were 38 regular class third graders and 18 average intelligence fifth graders receiving resource room assistance for reading difficulties. Third grade regular class students were matched on spelling with fifth grade reading disabled students (achieving two years below grade level); average and below average spellers were identified in each class. As part of a larger study examining the relationship between cognitive processing and reading ability, subjects were administered achievement tests, cognitive processing tests, and a computerized spelling test. Hypothesized underlying cognitive processes of memory access, memory span, simultaneous and successive processing, and phonological processing were examined and related to spelling performance. In addition, spelling errors made by the different groups on words differing in word familiarity and spelling predictability were analyzed using a developmental model of spelling. Results showed (to a limited extent) that the underlying cognitive processing supported the developmental lag hypothesis. The analysis of spelling errors much more strongly supported the notion that poor spellers were learning to spell according to a normal developmental pattern but at a much slower rate. In addition, the patterns identified through the analysis of spelling errors provided better diagnostic and instructional information than the analysis of underlying cognitive processes. (Thirty-three references and six tables of data are attached.) (RAE)

ED 296 381 CS 506 201

Ku, Linlin

Copyright Protection for Computer Software: Is There a Need for More Protection?

PUB DATE- Jul 88
NOTE- 36p.; Paper presented at the Annual Meeting for the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Software; *Copyrights; Court Litigation; Legal Problems; Mass Media Effects; Patents; Technological Advancement
IDENTIFIERS- Contract Law; *Copyright Law 1976; *Copyright Law Amendments 1980; Software Copying; Software Piracy; Trade Secrets

Because the computer industry's expansion has been much faster than has the development of laws protecting computer software and since the practice of software piracy seems to be alive and well, the issue of whether existing laws can provide effective protection for software needs further discussion. Three bodies of law have been used to protect software: (1) trade secret and contract (effective protection if the software is a secret); (2) patent (the equivalent of a monopoly on a computer program); and (3) copyright. The Copyright Act of 1976 and the Computer Software Copyright Act of 1980 have both served to give some protection to computer software, but the issue of proving the copyright owner's rights have been infringed upon is still a problem. Several traditional and non-traditional tests have been developed to show substantial similarity between the copyrighted work and the pirated version, all of which are problematic. Two factors must be given attention when considering whether increased copyright protection should be given to software: any interpretation of the copyright statute should (1) not exceed principles suggested by legislative and judiciary history; and (2) not put too much emphasis on the copyright owner's economic interests, which will only impose a high cost on society. (One hundred and twenty-four notes are included.) (MS)

ED 296 408 CS 506 254

Yoder, Sharon Logsdon; Brenner, Donald J.
Organizational Politics in the News--University Dissent: Power Play or Whistleblowing?
PUB DATE- May 88
NOTE- 34p.; Paper presented at the Annual Meeting of the International Communication Association (38th, New Orleans, LA, May 29-June 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Conflict; Content Analysis; *Dissent; *Employer Employee Relationship; *Faculty College Relationship; Grievance Procedures; Higher Education; Organizational Change; Organizational Climate; *Organizational Communication; *Political Power; Power Structure
IDENTIFIERS- Authority; Communication Behavior; *Communication Strategies; Media Coverage; *Organizational Behavior; Political Communication; Power Struggles; Whistle Blowing

Challenge to organizational authority, publicly presented in the local newspaper, can be either enlightening or trying for organizational managers and their public relations staff, depending on their viewpoint. Using a large public university as the organization, a study looked at these challenges and at what factors determine whether an organizational member who chooses to dissent publicly in the community press is more characteristically a power and control political player or a whistleblower. A content analysis of 144 newspaper articles (news and features) published between 1971 and 1986 in a community newspaper in the University of Missouri-Columbia area showed that public political behavior on the campus appears to be a group activity for the purpose of a power or control advantage, which challenges the idea that the dissenters are motivated by altruistic reasoning. Findings also indicate that the political language used in the dissent was opinionated, abstract, and presented negative aspects of the topic or problem instead of providing solutions. These language findings appear to support the view that dissenters are attempting to prevent rather than bring about change. (Four tables of data are included, and 24 references are appended.) (MS)

ED 296 422 CS 506 275

Alexander, S. L.
Curious History: The ABA Code of Judicial Ethics Canon 35.
PUB DATE- Jul 88
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988.)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Courts; *Ethics; *Freedom of Information; *Mass Media Effects; *News Media; Photography; Photojournalism; *Publicity
IDENTIFIERS- *American Bar Association Canon 35; *Chandler v Florida; Journalism History; Judicial Attitudes; Supreme Court

With the latest appointment to the United States Supreme Court, five of the nine justices have indicated a willingness to consider some form of camera coverage in federal courts. The landmark cases, Estes versus Texas (1965) and Chandler versus Florida (1980), called for more data prior to reconsideration of the issue. An in-depth examination of original documents concerning the development of the American Bar Association's (ABA) 1937 camera ban, reveals that although the press/bar committee considering the issue recommended implementation of camera coverage of proceedings, and delegates to the 1937 convention agreed, internal ABA politics and other factors led to the paradoxical vote by the same delegates to accept a different committee's recommendation of the ban. Regarding the status of courtroom cameras today, 43 states permit some form of coverage in the state courts. There are no cameras in federal courts, because of a specific federal ban on courtroom cameras. The author of a recent definitive study of courtroom coverage has concluded that the research indicates that many of the prejudicial influences once thought to result from cameras in courtrooms actually develop regardless of the presence of the media and are due to the intrinsic nature of the trial process. (Forty-seven notes, 22 primary sources, 7 legal criticisms, and 13 secondary sources are appended.) (RAE)

ED 296 123 CE 050 406

Kerka, Sandra
Single Parents: Career-Related Issues and Needs. ERIC Digest No. 75.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Career Development; *Career Education; Displaced Homemakers; Dropout Prevention; Early Parenthood; *Educational Needs; Fathers; Federal Legislation; Federal Programs; Information Dissemination; Information Networks; *One Parent Family; Public Policy
IDENTIFIERS- ERIC Digests

One in every four families with children under the age of 18 is a single-parent family (up from 1 of every 10 in 1970). The vast majority of single-parent families are low-income families consisting of a mother (usually with relatively little formal education) and her young children. Many female single heads of households are either displaced homemakers or adolescent mothers. Although they generally have a more healthy economic status than their female counterparts, single fathers are often confronted with serious career-related problems as they find their sole child-rearing role conflicting with work expectations. As the sole support of their families, single parents are concerned with obtaining a good job and achieving economic independence. However, job training and job placement can only be effective in the long run if program developers consider the other needs of single parents: emotional support, job-seeking skills, basic skills instruction, outreach and recruitment, child care, self-concept building, skills assessment, nontraditional job skills, and parenthood education. High school dropout prevention programs are also important for adolescent single parents. Difficulties in locating available resources often prevent single parents from learning of career and other services. Support and referral networks and newsletters are an inexpensive and effective strategy for communicating with, educating, and supporting all categories of single parents. (MN)

ED 296 181 CE 050 562

Summer Youth Employment and Training Program. California Statewide Report on the Appraisal of Basic Skills.

Comprehensive Adult Student Assessment System Consortium.; San Diego Community Coll. District Foundation, CA.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Employment Development, Sacramento.

PUB DATE- 87

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Basic Skills; Demography; Disadvantaged; *Educational Needs; Evaluation Methods; Postsecondary Education; *Remedial Instruction; Secondary Education; *Statewide Planning; *Student Evaluation; Summer Programs; *Testing Programs; Test Results; Youth Programs

IDENTIFIERS- California; *Employability Competency System Appraisal Test; *Summer Youth Employment and Training Program

An amendment to the Job Training Partnership Act (JTPA) mandated an assessment of the basic skills of all Summer Youth Employment and Training (SYET) Program enrollees. Many agencies in California used the Employability Competency System Appraisal Test to assess 1987 SYET participants' basic reading and math skills. Between June and October 1987, the test was administered to 10,003 SYET enrollees in California. Slightly less than half of those taking the test were female, with Hispanics accounting for 43.9 percent, Blacks for 22.9 percent, Asians for 15.7 percent, and Whites for 10.8 percent.

English was the native language of 59.6 percent of those tested, with 22.6 percent of the youths listing Spanish as their native language. Thirty-one percent had completed high school, and 49.9 percent had completed the 9th or 10th grade. Nearly 11 percent of the SYET enrollees needed both math and reading remediation, 19.4 percent needed only math remediation, 2.9 percent needed only reading remediation. It was determined that an additional 32.4 percent would benefit from some remediation (that is, they functioned at or above a seventh-grade level but below a high school entry level), leaving 34.4 percent who functioned at or above the high school entry level. (Eighteen figures are provided.) Appendixes include a description of the components of the Employability Competency System and lists of counties, agencies, and/or Service Delivery Areas ordering and using the test in 1987. (MN)

ED 296 367 CS 211 374

Language Arts Curriculum Guide, 5.

Tennessee State Dept. of Education, Nashville.

PUB DATE- 87
NOTE- 163p.; For other guides in this series, see CS 211 369-377.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Course Content; *Course Objectives; *Grade 5; Grammar; Handwriting; Intermediate Grades; *Language Arts; *Learning Activities; Listening Skills; Public Schools; Skill Development; Speech Communication; Spelling Instruction; State Curriculum Guides; Writing Instruction; Writing Skills
IDENTIFIERS- *Curriculum Emphases; Organizational Skills; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for fifth grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

ED 296 450 EA 020 102

Crampton, Faith E.

The Crisis in Oregon School Finance: Implications for Future Funding of Elementary and Secondary Education.

PUB DATE- Mar 88
NOTE- 30p.; Paper presented at the Annual Meeting of the American Education Finance Association (Tampa, FL, March 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; Property Taxes; *Public Support; *School Taxes; *Tax Effort
IDENTIFIERS- *Oregon

Is there a crisis in Oregon school finance? Before policymakers can formulate answers, assessment and definition of the problem are necessary. This paper examines the current state of Oregon school finance, including reform efforts over the last 20 years from policy and grass roots level perspectives. It then assesses the current school funding system and analyzes two reform proposals. Reform efforts since 1968 have involved voter-initiated property tax limitation measures defeated at the ballot box. Oregonians have demonstrated a willingness to finance public elementary and secondary education, evidenced by above-average per pupil expenditures and teacher salaries. However, taxpayer discontent has grown with the increasing local share shouldered since 1980. Calls for a greater state share require exploring revenue enhancement schemes, such as income taxes and the enactment of a state sales tax. In the absence of a sales tax, citizens pay a larger than average income share in state and local taxes, compared to the state average, according to one measure. According to the second measure (total tax capacity and effort), the state is near the national average, showing that any increased or additional taxes would result in an above-average tax burden. Two separate school finance reform proposals developed by the Oregon Education Association and the Association of Oregon Industries differ philosophically, but agree on increasing the state share from 30 to 40 percent. Both proposals fall short of reforming Oregon school finance and fail to address certain equity issues. The best policy goal seems to be shifting tax burdens more equitably between property and income taxpayers and implementing a fairer distribution of state education grants. Included are 4 figures and 20 references. (MLH)

ED 296 068 CE 050 153

McCauley, Rosemarie, Ed.

Business Education Index 1987. Volume 48. Index of Business Education Articles, Research Studies, and Textbooks Compiled from a Selected List of Periodicals, Publishers, and Yearbooks Published during the Year 1987.

Delta Pi Epsilon, St. Peter, Minn.
PUB DATE- 88
NOTE- 90p.
AVAILABLE FROM- Delta Pi Epsilon National Office, P.O. Box 4340, Little Rock, AR 72214.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130) Collected Works - Serials (022)
DESCRIPTORS- Accounting; Adult Education; Basic Business Education; Business Administration; *Business Education; Career Education; Competency Based Education; Consumer Education; Cooperative Education; *Curriculum Development; Data Processing; Distributive Education; *Educational Research; Ethics; Followup Studies; Microcomputers; Office Machines; *Office Occupations Education; Postsecondary Education; Program Administration; Program Development; Program Evaluation; *Program Implementation; Secondary Education; Special Education; Student Organizations; *Teacher Education

This index lists business education articles, research studies, and textbooks that were compiled from a selected list of periodicals, publishers, and yearbooks published during 1987. A total of 19 general publications and 48 periodicals were indexed. The materials are indexed under 94 subject headings, including the following: accounting, administration and supervision, adult education, associations, automation, basic business education, business arithmetic, business English, business law, business organization and management, business schools, certification, consumer education, data processing, dictation, distributive education, economics, elementary and junior high schools, employment, ethics, evaluation, follow-up studies, guidance, high school, human relations, information processing, international business education, junior colleges, marketing, microcomputers, occupational information, office management, office training, programmed instruction, public relations, reading, records management, reprographics, research, salesmanship, simulation, special education, teacher education, testing, time management, transcription, typewriting, vocational education, women, and work experience. Materials are indexed under author and subject entries. The names and addresses of periodicals and publishers are included. (MN)

ED 296 095 CE 050 292

Exploring Solar Energy. The Illinois Plan for Industrial Education.
Illinois State Univ., Normal.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 87
NOTE- 75p.; For related documents, see CE 050 288-297.
AVAILABLE FROM- Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Curriculum Guides; *Energy Education; Industrial Arts; *Industrial Education; Industry; Junior High Schools; Learning Activities; Middle Schools; Power Technology; *Solar Energy; *Technology

This packet is one in the "Exploration" series of curriculum materials developed for junior high and middle school industrial educators. The Exploration Series is intended to help them provide seventh- and eighth-grade students an opportunity to explore a wide range of industrial situations as well as some of the technologies used in the industry. The documents may also serve as a resource for teachers orienting ninth- and tenth-grade students to the industrial technologies of communication, production, energy utilization, and transportation and the impact of industry and technology. This packet is one unit in the energy utilization technology area. It includes a rationale, hints to the teacher, lesson plans for three lessons (objectives, lesson content, and learning activities), student handouts for each lesson, teacher aids for the lessons, a unit examination, and a list of references. The lesson topics are passive solar energy, active solar energy, and evaluation. (YLB)

ED 296 166 CE 050 467

Allen, Thomas R., Jr.; Eckert, Sidney W.
Proposed Recruitment Techniques of Students for Business and Marketing Teacher-Education Programs.
Appalachian State Univ., Boone, N.C.
PUB DATE- 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Education; Higher Education; *Marketing; Secondary School Students; *Student Recruitment; Teacher Attitudes; *Teacher Education

A study identified and analyzed the most effective techniques for promoting business and marketing teacher education programs. Data were collected from teacher educators in 160 business education programs in 41 states and 60 marketing education programs in 39 states within the past 5 years. The student enrollment trend for the business teacher education program for the past five years varied, but the trend for marketing teacher education programs declined steadily. The number of business education graduates who entered the teaching professions in the past five years showed a slight increase, but the number of marketing education graduates who entered the teaching profession showed a steady decrease. The most frequently given recommendations of student recruitment techniques were development and distribution of an attractive program brochure, cooperation of local business and marketing and distributive secondary education teachers, visits and speeches to high school classes and club meetings, getting to know students, and personal conversations with students to tell them about opportunities offered by the teacher education program. (YLB)

ED 296 195 CG 020 885

Campus Health and Its Implications for Quality of Life for Bridgewater State College Students.

Bridgewater State Coll., Mass.

SPONS. AGENCY- Bridgewater State Coll. Alumni Association, MA.
PUB DATE- 30 Jun 86

NOTE- 153p.
AVAILABLE FROM- Bridgewater State College Alumni Association, Rondileau Campus Center, Bridgewater, MA 02324 (1-19 copies $10.00 each; 20 or more copies $8.50 each).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Age Differences; *College Students; *Health; Higher Education; *Life Satisfaction; Mothers; Parent Influence; *Quality of Life; Sex Differences

An exploratory study was conducted to investigate the impact of health state on academic achievement, attrition, and quality of life satisfaction in a population of students at Bridgewater State College (Massachusetts). The study also explored the impact of specific health factors such as alienation, stress, and general physical/emotional health state on a given population at the college. Data were collected between May 1984 and September 1984 in a quality of life survey distributed to a randomly selected group of 575 graduate and undergraduate students. Analyses were conducted on data from the 43% of survey recipients who responded. Analysis of variance revealed that maturity alone had significant effects on health-related quality of life issues with younger students being more likely to fail academically and reporting more life pressures than older students. Female offspring of college-educated mothers showed significantly less academic achievement that those of high school educated mothers. A Chi square test of significance of data revealed that both recreational drug use and alcohol use patterns had a significant negative impact on health, reported stress levels, and academic achievement. Recommendations for further study as well as for specific interventions are presented on the basis of the findings. Included in the appendices, beside the survey instrument, is an annotated bibliography/reference list containing over 200 citations. (Author/NB)

ED 296 210 CG 020 900

Sears, James T.

Attitudes, Experiences, and Feelings of Guidance Counselors in Working with Homosexual Students: A Report on the Quality of School Life for Southern Gay and Lesbian Students.

SPONS. AGENCY- South Carolina Univ., Columbia. Coll. of Education.
PUB DATE- 7 Apr 88
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 7, 1988). Also sponsored by the Gay and Lesbian Advocacy Research Project, Inc., and the South Carolina School Counselors Association.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Counselor Attitudes; Elementary School Students; Elementary Secondary Education; *Homosexuality; Lesbianism; Negative Attitudes; Racial Differences; *School Counseling; School Counselors; Secondary School Students; Sex Differences
IDENTIFIERS- *United States (South)

During the past 15 years, a variety of studies conducted mostly in the industrial North and Far West, have sought to determine the attitudes and feelings of various populations toward homosexual men, lesbians, and homosexuality. These studies often reported the relationships between attitudes and personality traits or demographic variables. During this same time period articles have appeared in professional counseling journals advising practitioners of their professional responsibility to address the special needs and problems of homosexual clients, particularly students. This study examined the attitudes, experiences, and feelings of school counselors in the state of South Carolina about homsexual students. All 483 counselors (grades 5-12) in the state were surveyed. Responses were received from 142 counselors for a return rate of 29 percent. Instruments used were the Counselors' Perceptions of the Quality of School Life for Gays and Lesbians Survey (a measure designed specifically for this study), the Modified Attitudes Toward Homosexuality survey (MATH), and the Index of Homophobia measure (IH). Significant differences were found between counselors' attitudes and feelings about homosexuality vis-a-vis their educational level, gender, and race. Counselors often expressed ambivalent attitudes toward homosexuality though few harbored neutral feelings. Most counselors felt ill-prepared to work with homosexual students. Data are displayed in 13 tables, including the mean and standard deviations for each item on the MATH and IH surveys. (ABL)

ED 296 224 CG 020 914

Hawes, Deanna J.; And Others
Alcohol and Drug Abuse: A Needs Assessment of Rural Counselors.
PUB DATE- Apr 88
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *Counselor Attitudes; *Counselor Qualifications; *Drug Abuse; High Schools; Intervention; Rural Schools; *Rural Urban Differences; *School Counselors; Student Problems; Urban Schools

Recent studies have demonstrated an alcohol/drug problem in rural areas of the United States and important differences between rural and urban drug users. This study examined the extent to which drug abuse is perceived as a problem in rural and urban secondary schools, whether school counselors are in need of more drug abuse prevention and intervention training, and differences between rural and urban secondary schools in drug abuse patterns and training needs. A survey assessing demographic information and drug abuse patterns and training needs was completed by 343 high school counselors in a midwestern state with a large rural population. Most respondents reported that drug abuse was a problem in their schools; 76% of counselors in small/rural schools and 96% of counselors in urban schools reported that drug abuse was a problem. Drug abuse was perceived as a greater problem in urban than in rural schools. There were no significant differences between rural and urban counselors in their perceived knowledge about drug abuse prevention; 34% of rural counselors and 40% of urban counselors agreed that they had adequate knowledge about drug abuse prevention techniques. There were significant differences between rural and urban counselors concerning knowledge of drug abuse intervention techniques, with 28% of rural counselors and 40% of urban counselors agreeing that they had adequate knowledge of drug abuse intervention techniques. (Twenty-seven references are listed.) (NB)

ED 296 238 CG 020 928

Spang, Bruce P.
Guidelines for Developing Chemical Health Policies and Procedures.
Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Alcohol and Drug Education Services.

PUB DATE- Nov 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Alcohol Abuse; Drinking; Drug Use; *Elementary Secondary Education; *Policy Formation; *Prevention; *School Policy; *Substance Abuse

This document was written to help school officials and staff in implementing local comprehensive chemical dependency prevention programs. It presents guidelines which are meant to encourage the development of comprehensive written policies regarding chemical use, abuse, and dependency. Some basic information about chemical use and abuse is included to help school officials appreciate and use the guidelines. The guidelines are presented in five parts. Part I deals with chemical abuse by school employees and includes a 12-point sample employee policy. Part II concerns chemical use and abuse by students. This part contains a statement of principles for developing student policy and presents a balanced approach of disciplinary action and voluntary referral. Part III discusses adoption of appropriate policies for students, describing the review, approval and dissemination, and monitoring phases involved in the policy adoption. Part IV presents a sample student policy for elementary and secondary schools. It contains sections on rules, roles of school staff, chemical use and abuse by students, and the role of a student assistance team. Part V presents sample administrative procedures and includes junior high and high school administrative procedures, elementary administrative procedures, and sections on chemical use and abuse by students at school functions and the violation of liquor enforcement laws on serving minors. Twenty-eight references are included. (NB)

ED 296 253 CG 020 945

Task Force on School Dropouts: Productive People, Productive Policies.

National Governors' Association, Washington, DC. Center for Policy Research and Analysis.

PUB DATE- 87
NOTE- 53p.
AVAILABLE FROM- National Governor's Association, Hall of States, 444 North Capital Street, Suite 250, Washington, DC 20001-1572.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Dropouts; Hearings; *High Risk Students; *Program Costs; Public Policy;

Secondary Education; Secondary School Students; *State Programs

The first part of this report on school dropouts summarizes the testimony at a hearing on dropouts given by: (1) Jacqueline P. Danzberger, The Institute for Educational Leadership; (2) Anthony Earl, former governor of Wisconsin; (3) Janice Earle, National Alliance of State Boards of Education; (4) Gloria Frazier, National Foundation for the Improvement of Education; (5) Jeff Johnson, 70001 Training and Employment Institute; (6) Emily C. Martin, Office of Juvenile Justice and Delinquency Prevention, United States Department of Justice; and (7) Pierce A. Quinlin, National Alliance of Business. Hearing participants are listed with their addresses. The second part is a report on financing state dropout programs. The scope of the dropout problem, resource requirements, cost of program services, program evaluation, specific state initiatives, and strategies for financing dropout prevention programs are discussed. The third part highlights specific state policies in the areas of support of local initiatives, alternatives to traditional student discipline programs, screening, preschool programs, interagency cooperation, compiling information on existing programs, public awareness programs, and technical assistance. (ABL)

ED 296 268 CG 020 960

Hiebert, Bryan; Noort, E. Dianne
Changes in the Conceptualization and Skills of Counseling Practicum Students: A Pilot Investigation.
PUB DATE- Apr 88
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Cognitive Structures; *Cognitive Style; *Counselor Client Relationship; *Counselor Training; *Evaluation Methods; Foreign Countries; Graduate Students; Higher Education; Practicums; *Skill Development
IDENTIFIERS- Canada

The hypothesized relationship between counseling skill and cognitive functioning has immense implications for counselor education. This study was conducted to develop and field test a procedure for depicting change in cognitive structure across time and to investigate the relationship between changes in cognitive structure and counseling skill. Seven first year students in a masters level counselor education program participated in the study during a 13-week practicum course. All students had completed a course in counseling theory and a course in counseling skills and strategies prior to enrolling in the practicum. Assessments were made during the first week in which students were seeing clients and during the last 3 weeks of the practicum. Assessment procedures included a procedure developed to provide a descriptive analysis of the skills that counselors used in interactions with clients, and a cognitive mapping task designed to assess counselor conceptualizations of how clients changed in counseling. The cognitive mapping task did provide evidence of change in the cognitive structure of the students during their practicum experiences. The purpose of the investigation was to field test the methodology. Based on the data obtained, the cognitive mapping task and the skill coding and analysis procedures appeared to have useful applications to both counselor education and to counseling research. (NB)

ED 296 282 CS 009 187

Rush, R. Timothy

Job Skills: Basic Literacy Competencies Which Schools Overlook.

PUB DATE- 10 Apr 86
NOTE- 20p.; Paper presented at the Conference on Learning Disabilities (Cheyenne, WY, April 10, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Techniques; *Competency Based Education; Content Area Reading; Functional Reading; *Job Skills; Job Training; Learning Strategies; *Literacy; Metacognition; Reading Skills; Reading Teachers; Secondary Education; Vocabulary Skills
IDENTIFIERS- Following Directions; Job Related Literacy; *Literacy Competencies; Reciprocal Teaching; Self Monitoring; Semantic Mapping; Technical Language

The lack of emphasis on occupational literacy competencies in most public school reading curricula leaves students poorly prepared for the demands of the workplace. Most jobs require mastery of the following literacy competencies: technical vocabulary; locating and using information; following directions; and self-monitoring of comprehension and performance during work tasks. While it is not possible to equip students for specific job settings, teachers can help students develop these literacy competencies by using such instructional techniques as semantic mapping, monologing, metacognition, and reciprocal teaching. (Two diagrams and 16 references are attached.) (MHC)

ED 296 310 CS 009 224

Courtney, Leonard, Comp.
Nila Banton Smith, 1889-1976: A Bibliography.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-895-7
PUB DATE- Apr 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Instructional Materials; Professional Recognition; Reading Instruction; Reading Research; Reading Teachers; *Scholarship
IDENTIFIERS- Scholarly Writing; *Smith (Nila Banton)

The writings of Nila Banton Smith, a lifelong teacher, administrator, and specialist in reading instruction, whose publications spanned the years from 1922 to her death in 1976, are listed. The 152 entries are divided into three types: (1) professional publications, designed to improve the profession of teaching reading; (2) instructional materials; and (3) journal/book articles. A chronology of her life is included. (RS)

ED 296 325 CS 211 329

Elliott, Deni; Culver, Charles M.
Defining Acts of Journalistic Deception.

PUB DATE- May 88
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cheating; *Deception; *Ethics; *Journalism; Lying; *Moral Issues; Moral Values; News Reporting; Value Judgment
IDENTIFIERS- Investigative Journalism; *Journalists; *News Reporters

To determine when, if ever, deceptive acts can be morally justified in investigative reporting, it is important to distinguish a deceptive act that is morally justified from an act that is not deceptive in the first place. This paper seeks to provide an account of what counts as deception and identify the kinds of journalistic practice that are morally questionable; i.e., to identify the acts that require justification by journalists as investigators, interrogators, and informers. Journalists have acted deceptively, if they have, in the course of an investigation, through intentional action or assertion, attempted to initiate or sustain a false belief, or if they have allowed another person, with whom they have a special relationship, to initiate or sustain a false belief. The journalist as interrogator has a duty to tell the source (1) that an interview for publication is taking place; (2) how the information is being recorded; and (3) if, through some misunderstanding and resultant action on the part of the source, the source becomes more likely to be harmed than he realizes. As informers, journalists have a duty to disclose information that the news organization has explicitly or implicitly promised to disclose, and that, if withheld, would lead readers to a false conclusion. (MS)

ED 296 339 CS 211 346

Chan, Michele M.

Learning by Doing, Discussing and Questioning: A Collaborative Writing Course.

PUB DATE- Mar 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; Course Content; English (Second Language); Higher Education; Teaching Methods; *Writing Instruction; *Writing Laboratories; Writing Skills
IDENTIFIERS- *Collaborative Learning; *Collaborative Writing

Although benefits and problems in collaborative learning, as well as techniques for facilitating it, have been extensively discussed in recent publications on composition teaching, few detailed descriptions of actual classroom uses of collaborative learning have been published. In an innovative one-term writing course, taught at the Chinese University of Hong Kong, organized around collaborative learning, students work in small groups on tasks they choose from a corpus of materials. Teachers serve as consultants, rather than authority figures or lecturers. The course design makes it possible to offer a valuable learning experience to students with many different backgrounds, interests and levels of ability. Although the students are advanced English as a Second Language writers, the overall design could be applied in any setting, with only the students' tasks being different. Tasks assigned demonstrate a focus on learning by doing, discussing, and questioning--a focus necessary for true collaborative, student-centered learning to occur. Even though problems with collaborative learning arise, they can be solved more easily with this course design. Students not only learn to write better from a collaborative writing course, but they also enjoy the process. They develop confidence in themselves and come away with a self-motivated attitude toward learning that carries over into other courses and into their whole lives. (Seven figures are included, and 15 references are appended.) (RAE)

Greenwald, Marilyn S.
Gender Representation in Newspaper Business Sections.

PUB DATE- Jul 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Females; Males; Media Research; *Newspapers; *Sex Bias
IDENTIFIERS- *Business News; Columbus Dispatch; Courier Journal (Louisville); Journalism Research; Media Coverage; News Stories; News Topics; *Story Content

To examine the representation of women in newspaper business sections, a study conducted content analyses of 30 business section front pages in "The Columbus Dispatch" in Ohio (weekly circulation about 260,000 and Sunday circulation 350,000) and "The (Louisville) Courier-Journal" in Kentucky (weekly circulation about 233,000 and Sunday circulation 325,000) from June 23, 1987 to July 22, 1987. Each page was coded for: number of stories and photos; number of stories about women (with a woman or women's issue as the main topic); stories quoting women as expert sources or spokespersons; stories with a female byline; and number of photos picturing at least one woman (not including "mug shots" of columnists that often accompany columns). Stories were also coded for the same characteristics as they applied to males. Analysis revealed that of 180 stories coded in "The Dispatch," women were the main subject of one story and four "Business Briefs," were quoted in 11 stories and one brief, had 10 bylines, and were featured in nine photos. In contrast, men were the main subject of 31 stories and 10 briefs, were quoted in 89 stories and eight briefs, had 35 bylines, and were depicted in 35 photos. Of the 116 stories coded in "The Courier-Journal," women were the subject of six stories and four briefs, were quoted in six stories and one brief, had 35 bylines, and shown in six photos. Men were the subject of 29 stories and 22 briefs, were quoted in 59 stories and 12 briefs, had 42 bylines, and depicted in 25 photos. (A summary of the coded stories is appended.) (MM)

ED 296 382 CS 506 206

Corder, Lloyd E.
Using Expectancy Effects Theory To Analyze the Groups Who Supported Senator McCarthy.

PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Dissonance; Communication Research; Communism; *Political Attitudes; *Political Issues; United States History
IDENTIFIERS- Communist Party; *Expectancy Theory; McCarthy (Joseph); Pygmalion Effect; *Radicalism; Self Fulfilling Prophecies; Tension

In this essay, Festinger's cognitive dissonance theory (which seeks to explain how individuals try to reconcile holding two inconsistent beliefs at the same time) is used to explore the nature of expectancy effects and what possible roles they play in the thinking of the radical right. The paper first defines expectancy effects and explains how they work by discussing three variables in the expectancy process: senders' disposition, reinforcement, and correspondence bias. The theory of expectancy effects is then used in the paper to examine three of the groups who supported Senator Joseph McCarthy in the 1950s to show that even though the beliefs that each group holds may be false, when each group looks for ways to resolve this tension between beliefs, they create an additional false predisposition. The groups are the pseudo-conservatives (so-called by Richard Hofstadter), certain ethnic groups, and small businessmen. Next, the paper examines how the rest of the expectancy process works with the radical right. The paper concludes that expectancy effects are a useful tool for explaining the implications of the tension reducing strategies described by Festinger. (Twenty notes are included.) (MS)

ED 296 437 EA 020 018

Rohs, Frederick R.; Wheeler, Janet Panter
Evaluating Nutrition Education Programs: A Comparative Study of Two Curricula Designs in EFNEP.
PUB DATE- 15 Oct 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Eating Habits; *Foods Instruction, Low Income Groups; Nutrition; *Nutrition Instruction; *Program Effectiveness; *Program Evaluation; *Public Service
IDENTIFIERS- *Cooperative Extension Service; *Expanded Food and Nutrition Education Program

The Cooperative Extension Service improves the diets of low income families through the Expanded Food and Nutrition Education Program (EFNEP). In 1980 and 1983, low income homemakers with young children were chosen from eight counties in Georgia to participate in the program. The 24-Hour Food Recall instrument assessed the number of servings from the four food groups in the 24-hour interval before the interview; the Food Behavior Checklist assessed the subjects' knowledge of the four food groups, food purchasing, food storage and sanitation, meal planning, and food preparation. The instructional design of the 1980 program was indeterminant; the content was determined by the subjects, the aides, and the needs indicated by the subjects' scores on the Food Behavior Checklist. By contrast, the instructional design of the 1983 program was determinant; the program employed a core curriculum including 20 lessons and 16 optional lessons. Sixty-seven subjects in 1980 and 201 subjects in 1983 had complete pre- and post-test data gathered by the aides. According to the data, both programs improved food knowledge and eating habits; increases in scores in the two programs were not significantly different; and no relationship was apparent between the scores and the length of time spent in the program. Three tables are included. (RG)

ED 296 082 CE 050 225

Siegel, Peggy M.; And Others
Education and Economic Growth: A Legislator's Guide.
National Conference of State Legislatures, Denver, CO.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-55516-317-3
PUB DATE- Jan 88
NOTE- 128p.
AVAILABLE FROM- Book Order Department, National Conference of State Legislatures, 1050 17th Street, Suite 2100, Denver, CO 80265 ($10.00 including fourth-class postage; for first-class, add $1.50 per copy; 10 or more: 10% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Economic Development; Educational Needs; *Educational Planning; Educational Trends; *Education Work Relationship; *Futures (of Society); Postsecondary Education; *School Business Relationship; Secondary Education; *State Legislation; Vocational Education

Education for economic growth has become a rallying cry in state capitols in recent years. Initiatives in every state, prompted by legislators, governors, and the business sector, are intended to upgrade teaching and learning in the face of a dynamic, global economy. Competing theories describe the nature of that economy and argue over whether the United States will become a two-tiered society; however, the antagonists agree over the role of education in teaching prospective employees how to adapt their skills to meet the needs of a changing economy. Although education appears not to have figured prominently in business decisions on where to expand or relocate, this situation may be changing. More states are concentrating on nurturing homegrown businesses instead of chasing after that once-in-a-lifetime business location decision. The needs of employers are important to state efforts to link education and economic growth; just as important, however, are the needs of the potential employees (the students). Because the backgrounds of students are more diverse than in the past, policymakers will have to target their educational programs more effectively. At the same time, demographic trends indicate that citizens of one state will have a vested interest in the education provided to young people in other states. Educators want to be more involved in decisions affecting state economic development, but institutional linkages need to be forged. Although the verdict remains out on the impact of all this new activity, it is time for state policymakers to begin raising the appropriate questions. (KC)

ED 296 110 CE 050 374

Hedges, Lowell E.; Papritan, James C., II
The Ingredients Necessary for Excellence in Teaching.
PUB DATE- 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 25-March 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; *Classroom Techniques; Master Teachers; Postsecondary Education; Secondary Education; *Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness; Teacher Qualifications; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Excellence in Education; *Ohio

A study examined the attitudes of experienced vocational agriculture teachers concerning the proper ingredients for excellence in teaching. The 14 Ohio teachers who constituted the study population were selected from 130 teachers nominated by Ohio state supervisors and teacher educators as being master teachers; the grounds for selection were that each of the 14 had received 3 or more nominations. Next, 7 of the 14 teachers were randomly selected to complete an opinionaire on what it takes to attain excellence in teaching. Of the essential ingredients offered by the study participants, the following eight were selected for a thorough content analysis: keep technically up to date, be motivated, be interested in the student, set directions, evaluate performance, develop a positive attitude, use community resources, and have a high-quality supervised occupational experience program for each student. (Each of these items is discussed in this report.) (MN)

ED 296 138 CE 050 425

Develop the Training Ability of On-the-Job Instructors. Second Edition. Module J-6 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-246-5
PUB DATE- 88
NOTE- 32p.; For related modules, see ED 289 964 and CE 050 422-428.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Competence; *Competency Based Education; *Cooperative Education; Course Content; Course Organization; Educational Resources; Independent Study; Learning Activities; Learning Modules; Postsecondary Education; School Business Relationship; Staff Development; *Teacher Education; *Teaching Methods; Vocational Education; *Vocational Education Teachers; *Work Experience Programs

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preservice and inservice preparation of teachers and other occupational trainers in all occupational areas. This module contains four learning experiences that are designed to help teachers/student teachers to acquire skill in working with the people who are responsible for providing the on-the-job instruction for students in a cooperative work-experience program and developing the instructional effectiveness of these personnel. Each learning experience contains an objective, several activities, information sheets, resource lists, and a self-check with model answers. The final learning experience requires the teacher/student teacher to demonstrate competency in applying the material of the module in an actual teaching situation. (KC)

ED 296 152 CE 050 447

Mullinix, Shauna K.

Orchard Business Management. Unit II. Management and Analysis of the Orchard Operation.

Wenatchee Valley Coll., Wenatchee, Wash.
SPONS. AGENCY- Washington State Board for Vocational Education, Olympia.
PUB DATE- 1 Jul 88
NOTE- 370p.; For unit I, see CE 050 446.
AVAILABLE FROM- Kent Mullinix, Director, Tree Fruit Production Program, Wenatchee Valley College, Wenatchee, WA 98801 (at cost; accompanying recordbook also available at cost).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; *Agricultural Production; Behavioral Objectives; Credit (Finance); *Curriculum Development; Estate Planning; *Farm Management; Labor Relations; Learning Activities; Lesson Plans; Marketing; Money Management; Personnel Management; Postsecondary Education; *Recordkeeping; Taxes; Vocational Education
IDENTIFIERS- *Orchard Management

This guide is intended for use in providing in-depth formal classroom and on-site instruction in the principles of business and financial management as they apply to operating and managing orchards. Designed to be used with an accompanying Orchard Business Management Record Book, this unit is devoted to management and analysis of an orchard operation. The unit contains 13 lessons that are designed to be taught over 19 meetings. The design of all of the lessons is based on a problem-solving approach, with each lesson including a review, objective, motivation techniques, key questions, instructional text, group discussion questions, a review of major conclusions, and an orchard site visit. Handouts and transparency masters are provided at the end of each lesson section. Economic principles important to orchard management, analyzing returns to costs, tax management, farm credit, marketing, labor management, estate planning, and computerized recordkeeping are covered in unit 2. (MN)

ED 296 296 CS 009 206

Clark, Henry T., III; And Others

Detection and Repair of Text-Based Inconsistencies by Good, Average, and Poor College Readers.

PUB DATE- Apr 88

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Higher Education; Metacognition; *Reading Ability; Reading Comprehension; Reading Processes; Reading Research; Reading Skills; *Reading Strategies; *Text Structure; Undergraduate Students

IDENTIFIERS- *Error Detection; Text Factors; *Text Processing (Reading)

To investigate the relationship between reading ability and the detection and repair of text-based (internal) inconsistencies, a study examined 100 college students enrolled in an introductory educational psychology course at a large state university. Based on their performance on the comprehension portion of the Nelson-Denny Reading Test, subjects were classified as good readers (43 students), average readers (39 students), and poor readers (18 students). The study employed four short reading passages, and constructed a second version of those passages by changing one or two words in a critical line to include information that contradicted earlier information in the passage. Consistent and inconsistent versions of the four passages were divided into two "Passage Groups," each containing two consistent and two inconsistent passages. Subjects were randomly assigned to one of the two passage groups; within each group, half the subjects received the four passages in random order, and half received the passages in reverse order. After reading each passage on microcomputer, students answered questions that probed for detection of text-based inconsistencies embedded in the passage. Results suggested that differences existed among good, average, and poor college readers in evaluation of text for coherence, but not in strategic repair following recognition of comprehension failure. Findings indicated that evaluation of text for coherence related to the nature of the reader's semantic involvement with the text, and that this involvement varied with reading ability. (Two figures are appended.) (MM)

ED 296 311 CS 211 270

Dobler, Judith M.
Wading across the Curriculum: A Look at Writing in Hydrobiology.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Content Area Writing; Higher Education; Science Instruction; Sciences; *Writing Across the Curriculum; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- Academic Discourse; Collaborative Teaching; Content Area Teaching; *Hydrobiology

When teaching writing in content areas, such as hydrobiology, instructors should remember that what works in a writing class does not necessarily work across the curriculum. Yet although differences exist, content area teachers still need writing departments to teach their students to write. One possible response is the generic course, such as "Writing in the Sciences." However, writing in biology is very different from writing in chemistry and physics--the problem with the generic approach is in trying to design one course to teach many different types of writing. Furthermore, writing teachers generally do not know enough about the assumptions, methods, and vocabulary in other disciplines to be able to judge accurately the writing in that discipline. If writing teachers consider teaching generic courses, they need to recognize both their own limitations and the limitations of such courses. Beyond the generic course, two alternatives exist. First, content teachers can be encouraged to teach writing processes in their own classrooms, breaking writing assignments into smaller, more manageable chunks for their students. Secondly, a thorough study of academic writing should be made, analyzing the history of writing development in different fields to find similarities and differences. Perhaps with this knowledge, writing instructors could teach not simply a generic writing course, but methods for analyzing the writing in a discipline, for discovering its constraints, and for adapting prose to fit those constraints. Students would then be enabled to make their own analysis and to adjust their writing accordingly. (One page of footnotes is appended.) (MM)

ED 296 396 CS 506 240

Denton, Holly M.
Strategic Factors in the Choice of a Model of Public Relations. Case Study: Seventh-day Adventist Church World Headquarters.

PUB DATE- Jul 88
NOTE- 47p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Institutional Advancement; Models; *Organizational Climate; *Organizational Communication; *Organizational Development; Organizational Theories; *Public Relations
IDENTIFIERS- Administrative Control; Organizational Analysis; *Organizational Culture; *Seventh Day Adventist Church

A study tested a model of organizational variables that earlier research had identified as important in influencing what model(s) of public relations an organization selects. Models of public relations (as outlined by J. Grunig and Hunt in 1984) are defined as either press agentry, public information, two-way asymmetrical, or two-way symmetrical. Analysis included determining if one strategic factor, in conjunction with others, was more influential than others in affecting what public relations models were selected. The organization chosen for this case study was the Seventh-day Adventist Church, and a second question was whether the church's environment fostered its culture. Several employees (five in public relations and one vice-president) at the church's world headquarters were interviewed. One of the employees, the communications director, completed a questionnaire. In addition, organizational publications were examined and analyzed. Research revealed that the strategic factors did influence what models of public relations were chosen, and for this case study, organizational culture was more influential than the other factors. The Seventh-day Adventist Church has a strong culture, with a perceived stable but slowly changing environment, and a dominant coalition that has in the past questioned the efficacy of public relations. Findings showed that environment, culture, dominant coalition, schema for public relations in the organization, and public relations potential interact to affect what model of public relations an organization selects. (Three figures are included and 16 references are appended.) (RAE)

ED 296 409 CS 506 255

Ochs, Donovan J.
Epideictic Reestablishment: A Gentle Exhortation.

PUB DATE- Apr 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 16-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Needs; *Educational Trends; Higher Education; *Rhetoric
IDENTIFIERS- Classical Rhetoric; *Epideictic Discourse; Rhetorical Effectiveness; *Rhetorical Theory

The epideictic genre of rhetoric--the discourse of praise and blame--occupied a major and significant role in the classical era, particularly in classical pedagogy. In fact, approximately three-quarters of the school exercises in writing and speaking were intricately connected to discourse involving praise and blame. Yet today the epideictic genre is lost. Contemporary textbooks give the topic minimal coverage, and authors differ over what forms of epideictic discourse are included in their discussion. In addition, rhetorical theorists and pedagogues offer only exercises that stress the reception of epideictic messages rather than the theoretical underpinnings for actually producing epideictic discourse. Clearly, a practical need exists for students to learn epideictic theory and to master the praxis of such a theory. Exposition and persuasion ultimately rest on value assumptions, and value assumptions are directly addressed in epideictic discourse. Numerous situations and contexts, such as informal and formal recommendations, family funerals, formal toasts, and tributes or dedications, require competence in producing epideictic discourse. Reestablishing the epideictic genre can benefit and enhance the study of rhetoric. (MM)

ED 296 423 CS 506 276

Worthen, Thomas Kenne
A Multi-Disciplinary Annotated Bibliography on Graduate Teaching Assistants.
PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Education; Annotated Bibliographies; *Graduate Students; Graduate Study; Higher Education; Internship Programs; Teacher Effectiveness; Teacher Evaluation; *Teacher Improvement; *Teacher Interns; Teacher Qualifications; Teacher Role; *Teaching Assistants

This bibliography annotates 68 articles on the graduate teaching assistant in the areas of (1) training, improvement, and development; (2) college internship programs; (3) support; (4) effectiveness; (5) evaluation; and (6) job satisfaction. The bibliography covers the disciplines of biology, teacher education, foreign languages, communications, English, chemistry, speech, psychology, history, economics, and physics. (MS)

ED 296 124 CE 050 407

Bateman, Gerald
Adult Learning and Development and the Adult Deaf Learner.
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Adult Learning; Andragogy; *Continuing Education; *Deafness; Experiential Learning; Futures (of Society); Learning Theories; *Lifelong Learning; *Technological Advancemen

The availability of continuing education for deaf adults is critical for their success in today's society. The shift from an industrialized society to a post-industrial society and the growth in service industries are not favorable for deaf adults who have not traditionally been trained for technically oriented and high-growth service jobs. In addition to the dilemmas faced by deaf adults because of rapid technological and career changes, they are also confronted by the movement toward a participatory democracy that places greater demands on the citizens. In light of these issues, the idea of lifelong learning must be fostered for deaf adults to keep them abreast of the social, political, and economic changes. The theories and practices of education for hearing adults are quite applicable to the education of deaf adults. Experiential learning, self-directedness in learning, pedagogical and andragogical approaches, and the fostering of autonomy are equally important to the education of deaf adults. (YLB)

ED 296 167 CE 050 519

Ellison, Nolen M.
Directions in Postsecondary Vocational Education. Occasional Paper No. 125.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 88
NOTE- 20p.
AVAILABLE FROM- National Center Publications, Ohio State University, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. OC125: $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Articulation (Education); Community Colleges; *Educational Change; *Educational Trends; Financial Support; *Futures (of Society); *Postsecondary Education; *Program Administration; School Business Relationship; Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- Cuyahoga Community College OH

The issues of postsecondary governance, management, and finances relate very strongly to the topic of direction for and trends in postsecondary vocational education. There are three major areas for the research agenda. The first two have to do with the national trends in external agencies that affect campus governance, management, and finance and internal campus trends in these same three areas. The third area is to examine theories of organization that are relevant to higher education research and practice, specifically integrating management and governance theory and differential pricing. Postsecondary vocational educators must be concerned about the following trends if they are to give effective leadership in the future: reduced federal and state funding for vocational education and all of the impacts of reduced funding; partnership building between secondary institutions and industry (including labor); collaboration and joint programming among postsecondary institutions; and focused state strategies and plans for addressing industry-specific training. The Ohio model in postsecondary vocational and technical opportunities is one of the finest in that it forces a local understanding of economic development and the needs of business and industry as a requisite for participation in strategy formulation and program delivery. (MN)

ED 296 182 CE 050 563

CASAS Consortium Evaluation Reports 1986-87. Final Report Supplement.
Comprehensive Adult Student Assessment System Consortium.; San Diego Community Coll. District Foundation, CA.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 87
NOTE- 342p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adult Basic Education; *Adult Education; *Adult Students; Employment Potential; *Evaluation Methods; Field Tests; High School Equivalency Programs; Job Skills; Linking Agents; Program Development; Program Evaluation; Recordkeeping; School Counseling; Special Education; Staff Development; *Student Evaluation; Student Placement; Success; *Systems Approach; *Test Construction; Writing Skills
IDENTIFIERS- *Comprehensive Adult Student Assessment System

During 1987, the Comprehensive Adult Student Assessment System (CASAS) focused its evaluation efforts on 12 major categories: exit level, placement, survey achievement, staff development, special education, linking assessment to instruction, adult basic education and high school diploma programs, recordkeeping, employability, guidance, goal attainment, and writing. CASAS consortium agencies are developing level exit tests that are based on a systems approach and that include more than just a reading component (14 questions were reported in this category). Also being evaluated is a placement system that includes measuring oral, aural, and reading skills (15 questions were submitted in this category). Ten questions evaluated survey achievement results at the local level, and five agencies addressed the question of implementing and evaluating staff development activities to support assessment concerns. Nine agencies answered evaluation questions in the category of special education, reflecting a nearly 50 percent increase in the category over the previous year. Recordkeeping was another category that experienced a large increase over the previous year. (The major portion of this report consists of member agency evaluation questions, proposed and actual processes, summaries of results, and supporting data arranged under the 12 categories.) (MN)

ED 296 254 CG 020 946

Task Force on Teenage Pregnancy: Productive People, Productive Policies.

National Governors' Association, Washington, DC. Center for Policy Research and Analysis.

PUB DATE- 87
NOTE- 58p.
AVAILABLE FROM- National Governor's Association, Hall of States, 444 North Capital Street, Suite 250, Washington, DC 20001-1572.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Costs; *Early Parenthood; Financial Support; Parents; *Pregnancy; *Prevention; *Programs; *Resources

This report on teenage pregnancy is divided into three parts, each of which provides specific resources for those who are initiating or expanding programs to prevent teenage pregnancy and to serve parenting teenagers. Part I, a "Catalog of Programs to Prevent Adolescent Pregnancy and Serve Pregnant Adolescents and Teenage Parents," presents a listing of selected programs at the local level, which others might wish to consider. Part II contains a guide, "Finding Federal Money for Programs that Prevent Teenage Pregnancy," lists federal programs, national funding levels, matching requirements, a description of conventional uses of funds, and suggestions for other innovative uses. Part III includes additional resources. Among these is a cartoon tabloid produced by the Georgia Office of Child Support Recovery which communicates to teenagers the financial responsibilities of having a baby. Other resources included are an annotated listing of additional publications, programs, and curricula material. (ABL)

ED 296 368 CS 211 375

Language Arts Curriculum Guide, 6.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 87
NOTE- 161p.; For other guides in this series, see CS 211 369-377.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Course Content; *Course Objectives; *Grade 6; Grammar; Handwriting; Intermediate Grades; *Language Arts; *Learning Activities; Listening Skills; Public Schools; Skill Development; Speech Communication; Spelling Instruction; State Curriculum Guides; Writing Instruction; Writing Skills
IDENTIFIERS- *Curriculum Emphases; Organizational Skills; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for sixth grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

ED 296 451 EA 020 104

Schwartz, Audrey J.
Principals' Leadership Behaviors in Gang-Impacted High Schools and Their Effects on Pupil Climate.
PUB DATE- Apr 88
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; High Schools; Hispanic Americans; *Juvenile Gangs; *Leadership Styles; *Principals; School Effectiveness; *School Safety; *Urban Schools
IDENTIFIERS- *California (East Los Angeles); *Contingency Theories

Although viable leadership models for schools with differing social contexts are in great demand, empirical studies of high school principals have not produced consistent results. This paper summarizes part of a larger project designed to identify leadership behaviors of principals in "gang-impacted" and other secondary schools. The research was stimulated by reports that menacing gang behavior at some schools was adversely affecting academic programs and the learning environment. The selection of 19 high schools in East Los Angeles County (California) was driven by concern about the area's rapidly increasing teenage Latino population and the Latino gang epidemic already rampant in Los Angeles City schools. The study conceptualized principal leadership behavior as derived from two separate, but related theoretical strands: theories about the multidimensionality of leadership and contingency theories about interaction between leadership behavior and organizational context. Multidimensional theories include behviors focused either on organizational goals or social and emotional aspects of the organization. Contingency theory asserts that different situations require and often produce different leadership behaviors. The study variables were school social context, four principal leadership behaviors, and seven pupil attitudes defining school climate. Results showed that patterns of principals' leadership behavior vary and that the relationships between these patterns and climates differ in schools with different social contexts. Principals in hostile schools exhibit significantly more control orientation and significantly less administrative task orientation than do principals in safe schools. Further conclusions are discussed. Included are 3 footnotes, 16 additional references, and 19 tables. (MLH)

ED 296 069 CE 050 157

Spill, Rick
Youth Competencies: The Next Steps. Job Training Partnership Act. Idea Paper No. 23.
Florida Employment and Training Association, Fort Lauderdale. Professional Training Inst.; National Alliance of Business, Inc., Washington, D.C.
SPONS. AGENCY- Florida State Dept. of Labor and Employment Security, Tallahassee.
PUB DATE- Oct 84
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Competence; *Disadvantaged Youth; Educational Policy; *Federal Programs; *Job Training; Policy Formation; *Program Evaluation; Program Improvement; *Student Evaluation; Young Adults
IDENTIFIERS- *Job Training Partnership Act 1982

This paper reviews the sections of the Job Training Partnership Act (JTPA) that provide for using competencies gained by youth as evaluation tools. The paper discusses the types of competencies that youths should gain by such programs and how they should be measured, as an alternative to traditional program-based evaluation. The paper is organized in four major sections that discuss youth competencies in conjunction with (1) state and local decision making; (2) reporting alternatives; (3) modification of performance standards; and (4) present and future activities. An appendix reprints an article on "Establishing a Youth Competency System" by Rick Spill. (KC)

ED 296 096 CE 050 293

Using Alternate Energy Sources. The Illinois Plan for Industrial Education.

Illinois State Univ., Normal.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 87
NOTE- 157p.; For related documents, see CE 050 288-298.
AVAILABLE FROM- Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alternative Energy Sources; Behavioral Objectives; *Geothermal Energy; Heat; *Industrial Education; Industry; Junior High Schools; Learning Activities; Lesson Plans; Middle Schools; Radiation; *Solar Energy; Statewide Planning; Technical Education; *Technological Literacy; Technology; *Wind Energy

This guide, which is one in the "Exploration" series of curriculum guides intended to assist junior high and middle school industrial educators in helping their students explore diverse industrial situations and technologies used in industry, deals with using alternate energy sources. The following topics are covered in the individual lessons: types of alternative energy sources and the current status of energy, wind energy, ocean thermal energy conversion, geothermal energy, biomass energy, water power, and nuclear energy. The fundamental operating principles, applications, advantages, and disadvantages of each energy source are discussed. The guide includes the rationale behind its development, hints to the teacher, lesson plans, student handout masters, teacher aids, a unit examination, and a list of references. The lesson plans include cross-referenced lists of objectives, lesson content, and learning activities. (MN)

ED 296 196 CG 020 886

Long, Kathleen M.

Emerging from Depression: Treatment of Adolescent Depression Using the Major Treatment Models of Adult Depression.

North Dakota Univ., Grand Forks.

PUB DATE- Apr 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; *Behavior Modification; *Cognitive Restructuring; Counseling Techniques; *Depression (Psychology); *Drug Therapy; Models; *Reality Therapy; School Psychologists; Secondary Education

Noting that adolescents who commit suicide are often clinically depressed, this paper examines various approaches in the treatment of depression. Major treatment models of adult depression, which can be directly applied to the treatment of the depressed adolescent, are described. Major treatment models and selected research studies are reviewed in the areas of: (1) cognitive therapy; (2) cognitive and behavior therapy; (3) cognitive therapy with pharmacotherapy; (4) the use of pharmacotherapy for acute depression; (5) treatment of manic depression with lithium; (6) the use of lithium in learning and behavior problems; and (7) reality therapy. The paper concludes that a combination of therapies may be needed to treat depressed adolescents: one therapy may be needed to treat the condition immediately, especially if the teenager is suicidal, and another therapy may be needed later to alter cognitive distortions and to encourage responsible choices in coping with life's problems. (NB)

ED 296 211 CG 020 901

Evans, Ellis D.; Warren-Sohlberg, Luann
A Pattern Analysis of Adolescent Abusive Behavior toward Parents.
PUB DATE- 87
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Aggression; Behavior Patterns; Conflict; *Family Violence; Intervention; Mothers; *Parent Child Relationship; *Parents; *Police; Sons; *Trend Analysis

Recently, awareness of abuse of parents by their adolescent offspring has increased. Research has not addressed the issue of police involvement in adolescent to parent abuse, even though people in law enforcement have become increasingly involved in mediating family disputes and applying sanctions against abuse activity. This study analyzed police case reports (N=73) of formal complaints about adolescent aggression toward parents to answer questions about identity of complainant, gender relationships in patterns of parental abuse, age trends in assaultive behavior, reasons for adolescent-parent disputes that precipitate violence, types of violence expressed by adolescents toward their parents, and police resolution of these domestic abuse incidents. Results showed a strong modal pattern of male adolescent-to-mother abuse associated largely with conflicts about home responsibilities, money, and privilege. Results are related to similar studies based solely on adolescent self-report or survey methods and are interpreted in the context of adolescent stress and conflict theory. (Author/ABL)

ED 296 225 CG 020 915

McKay, Sharon L.; And Others

The Relationship between Attitude Similarity and Expertness on Perceived Trustworthiness of a Counselor.

PUB DATE- Mar 87

NOTE- 16p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Client Characteristics (Human Services); *Congruence (Psychology); Conservatism; *Counselor Characteristics; *Counselor Qualifications; Higher Education; Liberalism; *Student Attitudes; *Trust (Psychology); Undergraduate Students

This analogue study investigated the relationship between attitude similarity and expertness on perceived trustworthiness of a confederate counselor. Undergraduate students (N=51) who scored in the extreme conservative or liberal range of an attitude survey on controversial topics were randomly matched with a confederate counselor whose introductory biographical sketch depicted him or her as attitudinally similar or dissimilar to the subject as well as either experienced/expert or inexperienced/nonexpert in the field. Following a 10-minute meeting between the counselor and the subject which was similar in content to a clinical intake interview, subjects completed the Counselor Rating Form to assess their perceptions of counselor trustworthiness. A three-way analysis of variance was performed with liberal/conservative, attitude similarity, and expertness as the independent factors and perceived trustworthiness as the dependent measure. No significant main effects or three-way interactions were obtained. A significant two-way interaction effect was demonstrated between liberalism/conservatism and expertness/nonexpertness. Conservative subjects rated the nonexpert counselors significantly higher on trustworthiness than did liberal subjects, while liberal and consevative subjects did not differ in trustworthiness ratings of expert counselors. (NB)

ED 296 239 CG 020 929

Identifying Students with Chemical Health Problems: Background and Simulation.

Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Alcohol and Drug Education Services.

PUB DATE- Jan 88

NOTE- 7p.; Printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - General (140)

DESCRIPTORS- Alcoholism; Behavior Problems; Discipline Policy; Drug Abuse; Elementary School Students; Elementary Secondary Education; *Identification; Noninstructional Responsibility; *Referral; Rehabilitation; Secondary School Students; *Staff Role; *Student Problems; *Substance Abuse; *Teacher Role; Teachers

This document discusses the role of school personnel in identifying and referring students with chemical health problems. It introduces the topic by stating that school personnel should be aware of how to deal with students who have violated school rules and those who are seeking help. It states that they should know how to draw the line concerning acceptable behavior, how to assist students who feel they need help, and how to be positive role models. In cases of disciplinary action it is recommended that if the staff member has reasonable basis to suspect a student of possession, use, or selling a prohibited substance to another student, the staff member should take immediate action to secure the health and safety of the students, obtain the substance through appropriate search and seizure procedures, and report the student immediately. A list of "red flag" behaviors for use in identifying students for voluntary chemical dependency assistance programs is provided. This list includes such behaviors as laughing continuously; sleeping in class; temper outbursts; and a change in friends, activities, dress and/or attitude. A four-step process on how to break down external and internal blocks to identification of students is described: (1) observe the student; (2) discuss the behaviors that are of concern; (3) consult with a professional to check out perceptions; and (4) meet with the student and make referral. Two identification simulation exercises for teachers and students are provided. (ABL)

ED 296 269 CG 020 961

Roth, Susan; And Others

Victimization History and Victim-Assailant Relationship as Factors in Recovery from Sexual Assault.

PUB DATE- 31 Mar 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Abuse; College Students; Employees; Females; Higher Education; *Incest; *Interpersonal Relationship; *Mental Health; *Rape; *Sexual Abuse; *Victims of Crime

There is evidence that many women experience sexual assault, and that sexual assault can cause psychological and interpersonal problems. This study examined the psychological aftermath of sexual assault in a probability sample of female university students and employees (N=542), focusing on how various aspects of a victim's lifetime sexual assault history and her relationship with her assailant mediate posttraumatic recovery. Subjects completed a survey assessing: (1) demographic information; (2) social functioning; (3) distress caused by fears and phobias; (4) attitudes toward rape and rape victims; (5) psychological functioning; (6) most recent sexual assault experience; (7) additional sexual assault experiences; (8) symptoms of posttraumatic stress disorder (answered only by victims); and (9) physical violence in romantic relationships. Thirteen percent of respondents (N=70) reported sexual assault at some point in their lives. Compared to nonvictims, victims were more than twice as likely to meet given criteria for a psychiatric case, suggesting that sexual assault presents significant risk for psychological disorder. Victims of a single assault by a stranger, acquaintance, boyfriend, or husband, and adult multiple assault victims were the least distressed; victims of a single assault by a date, multiple childhood victims, and victims of repeated incest were the most distressed. Regarding psychological defense mechanisms, results indicated that denial scores were significantly predicted by number of sexual assaults. (NB)

ED 296 283 CS 009 188

Rush, R. Timothy

Occupational Literacy: Requirements and Instructional Response.

PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Communication Skills; *Competency Based Education; *Content Area Reading; *Content Area Writing; Cooperative Education; English Instruction; Functional Literacy; *Job Skills; *Job Training; Noncollege Bound Students; Reading Skills; Secondary Education; Technical Writing; Vocational Education; Vocational Education Teachers; Writing Skills
IDENTIFIERS- Job Related Literacy; Writing Contexts

The average worker spends 2.5 hours per day in occupational reading or writing, yet most classrooms fail to teach the reading and writing competencies required in skilled and semi-skilled job contexts. Occupational reading requires use of external references and following of directions, with a heavy dependence on prior knowledge and on insight. Occupational writing is very informal and "ungrammatical." Clear written communication depends more on knowledge of subject and audience than on grammar and mechanics. Cooperative efforts between English communication experts and vocational educators are essential to the successful teaching of occupational reading and writing at the high school level. A curriculum called "Applied Communication," developed through such a cooperative effort under the leadership of the Agency for Instructional Technology, should be available for dissemination in the United States and Canada in mid-1988. It will include videotapes of job-related problems to which reading and writing skills are applied. (Examples of occupational reading, examples of occupational writing, and 10 references are attached.) (MHC)

ED 296 326 CS 211 330

Tharp, Marty
Turnover and Mobility: A Management Problem for Small Dailies?
PUB DATE- Jul 88
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Editors; Job Satisfaction; Journalism; *Labor Turnover; *Newspapers; *Occupational Mobility; Organization Size (Groups); Press Opinion; Surveys
IDENTIFIERS- Journalism Research; Journalists; Management Practices; *Newspaper Circulation

A study examined the effects of employee turnover (employees who were fired, laid off, retired, or left for other reasons) and mobility (employees who left one newspaper to work for another newspaper or other journalism medium) on small daily newspapers (under 25,000 circulation). The study surveyed 300 newsroom editors and 600 reporters (with a response rate of 46% for editors and 43.5% for reporters) for information about the town where their newspapers were located, the newspaper, staff size, number of staffers who left and reasons reporters gave when they left the newspaper within the preceding 12 month period. Editors were asked to list their newspaper's advantages and disadvantages, what they thought of their newspaper's quality, management training they had received, and how they used such basic management skills as feedback and evaluation. Work history and basic demographic data were gathered from both editors and reporters, and reporters were asked job satisfaction questions. Findings revealed that the turnover and mobility rates were generally similar to those of small businesses or the media in general, although high job movement did take place on the smallest newspapers (circulation under 4,999) responding to the survey. Results showed that a larger issue than turnover and mobility was the small staff size of these newspapers, which editors listed as a top concern and reporters listed as a main complaint. (Nine tables of data are included, and three pages of footnotes are appended.) (MM)

ED 296 340 CS 211 347

Christie, N. Bradley
What Happened on the Inside: Women Write about Vietnam.
PUB DATE- Mar 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Popular Culture Association (18th, New Orleans, LA, March 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Authors; *Fiction; *Literature Appreciation; Oral History; *Womens Studies
IDENTIFIERS- Vietnam Veterans; *Vietnam War; Womens Literature

Mark Baker in "NAM: The Vietnam War in the Words of the Men and Women Who Fought There" (1981) tells a war story, and war stories tend to elevate the masculine combat adventure as inherently more profound, and therefore more valuable, than other experiences. However, now that the emotional considerations of war are no longer being discounted, it seems appropriate that many survivor books are being written by, and focusing on, women. In "Casaulties: Death in Viet Nam; Anguish and Survival in America" (1984), Heather Brandon models her book on the veterans' oral histories and discourse with the community of families who lost one of their own in the war. Joan Didion in "Democracy" offers glimpses into the lives of her fictional "glitterati," reflecting snatches from the lives of real-life public figures, disclosing more personally the struggle to situate oneself amid the shards of contemporary American historical experience, in which Vietnam figures prominently. Writing from and representing the opposite social perspective, West Virginia native Jayne Anne Phillips' "Machine Dreams," which appeared, like "Democracy," in 1984, focuses primarily on women. Phillips' subject is history and the passage of time, the dislocations peppering the lives of her characters, and she portrays the dissolution of family life as a reflection of individual lives fragmenting, and cultural order decaying. (A chronological listing of significant dates interspersed with a list of Selected Survivor Texts are appended.) (RAE)

ED 296 354 CS 211 361

Servaes, Jan

Beyond the Four Theories of the Press.

PUB DATE- May 88
NOTE- 24p.; Paper presented at the Annual Meeting of the International Communication Asociation (38th, New Orleans, LA, May 29-June 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication (Thought Transfer); Freedom of Information; Freedom of Speech; Intercultural Communication; Mass Media; *Mass Media Role; *News Media; *Power Structure; *Theories
IDENTIFIERS- *Media Analysis; *Media Characteristics; Theoretical Orientation; Theory Development

An examination of the interrelated philosophical, political, economic, and cultural dimensions of the four normative media theories (authoritarian, Soviet-communist, liberal, and social responsibility) in a societal context based on power relationships leads to four conclusions of a general nature. First, the media in one nation can have different ownership and control structures, as well as several philosophies regarding the function of the media. Second, individual media structures can be included in the above distinction. Third, this approach provides a more appropriate methodology to analyze normative views on communication at the local, regional, national, and international levels. Fourth, as power relationships are looked at in a multidirected and dialectic fashion, this approach does not limit itself to a top-down perspective only. This implies that participatory or user-oriented modes of communication can also be explained and analyzed from this perspective. The importance of including a societal context based on power relationships is illustrated in the different ways that the concepts "freedom of information" and "free flow of information" are interpreted in cultures throughout the world. An illustration of the participatory mode of communication and the freedom from the limitation of the top-down power relationship is the recent international effort to establish the right to communicate, the active and passive human right of the receiver to inform and be informed. (A 68-item bibliography is appended.) (RS)

ED 296 383 CS 506 207

Greenbaum, Howard H.; And Others
Evaluation of Problem-Solving Groups: The Case of Quality Circle Programs.
PUB DATE- Aug 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Academy of Management (New Orleans, LA, August 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Evaluation; *Evaluation Criteria; *Evaluation Methods; *Models; Organizational Communication; *Participative Decision Making; *Problem Solving; *Quality Circles; Systems Analysis
IDENTIFIERS- Organizational Culture; Organizational Research

In order to evaluate the effectiveness of problem-solving groups, a study developed a model of group problem-solving behavior, and applied the resulting conceptual framework to 16 actual evaluations of quality circle programs (defined as a group of 3-15 persons from the same work area who meet for problem-solving). The model divides each of the successive stages of a systems model--input, process, output and feedback--into four levels or subsystems: task, individual, group, and organization, and thus defines a matrix of 16 cells into which the variables measured in evaluations of quality circle programs can be placed. Results revealed that none of the 16 published evaluations considered all four major categories of variables (the stages mentioned above), most often omitting the feedback stage. Findings suggest that: (1) problem-solving groups should be evaluated regularly to improve their effectiveness; (2) evaluations should be comprehensive, paying more attention to mechanisms that provide group members with feedback as well as to the more commonly measured input, process, and output variables; and (3) self-report data-collection procedures should be supplemented by more objective measures. (Two tables of data and one figure detailing the model are included, and 35 references are attached.) (SR)

ED 296 424 CS 506 277

Bennett, David W.; Jandt, Fred E.
The Effect of Communication Apprehension on Service Worker Job Success and What Management Can Do To Help.
PUB DATE- Nov 88
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Research; Communication Skills; *Job Satisfaction; Job Skills; *Self Concept; *Service Workers; Work Attitudes; Work Environment
IDENTIFIERS- *Job Characteristics; *Personal Report of Communication Apprehension; Superior Subordinate Relationship

To investigate the effect of communication apprehension on service worker job success, a study surveyed 536 service workers in five states during the summer of 1987. The survey sample consisted of individuals from a broad range of age groups with 35% aged 19-21, 24% aged 22-25, 19% between 26 and 35, and 20% over 35 years of age. The questionnaire was designed to survey a broad range of factors relevant to service jobs. The final version consisted of 94 questions, 25 of which were the original Personal Report of Communication Apprehension (PRCA) items. Analysis revealed that service workers chose their occupations in accordance with their level of communication apprehension, supporting the theory that high communication apprehensive individuals choose occupations they perceive as requiring little communication. Those in service and particularly management jobs reported much lower levels of communication apprehension, whereas those that desired or thought they would be working in a manufacturing job reported higher levels of communication apprehension. Management should provide a positive work climate where employees can solve problems on the spot and have a degree of freedom and independence, and also upgrade the service worker image in their training programs. (Thirteen tables of data are included, and 11 references are attached.) (MM)

ED 296 438 EA 020 047

Rees, Ruth
The Application of Computer Technology to Educational Administration--A Pilot Study.
Queen's Univ., Kingston (Ontario). Faculty of Education.
PUB DATE- Jun 87
NOTE- 63p.; Questionnaire printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrative Change; *Computer Managed Instruction; *Computer Uses in Education; Educational Administration; Elementary Secondary Education; Foreign Countries; *Information Technology; *Management Information Systems; Principals; Questionnaires; Surveys
IDENTIFIERS- Ontario

This report documents research that was carried out on a sample of Ontario secondary school principals in May 1986 to investigate the ways in which educational administrators, as planners, can use the computer. By means of a questionnaire, data were obtained to describe the current situation and the state of the art, and also to identify a future and preferred state of computer usage by Ontario educational practitioners. Questionnaires were sent to 205 secondary school principals (of whom 76 responded), randomly selected to represent each school board in Ontario. The questionaires elicited (1) background information on the principals' current use of computers; (2) information on school scheduling procedures; and (3) information on types of information needed by educational administrators that could then be part of the Management Information System. Findings identified the range of hardware and software currently in use by educational administrators, along with the reasons for using each piece of software. The reasons for not using computer technology were also solicited, and the most common response was lack of resources of all types (human, fiscal, capital and consumable, time, information, and expertise). The final section of the report provides recommendations on a systemwide basis for overcoming the reluctance to change, along with concrete suggestions for the training of educational administrators in the use of computer technology to assist them in their planning tasks. References are included, and the cover letter and questionnaire are appended. (TE)

ED 296 111 CE 050 387

Maples, Chris

A Workshop Approach to Basic Skills.

Adult Literacy and Basic Skills Unit, London (England).
PUB DATE- 88
NOTE- 5p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Basic Skills; Community Colleges; Foreign Countries; *Literacy Education; Postsecondary Education; *Remedial Programs; Supplementary Education; *Workshops
IDENTIFIERS- United Kingdom

This article highlights lessons from the experience of running a workshop that provides basic education. It focuses on the workshop that has been run for four years at Wakefield District College in England to support individuals from the community or students in college courses who need help with basic skills. The flexibility allowed by the workshop in attendance, provision, and learning situation is emphasized. Physical requirements and resources are also discussed. Information is provided on assessing the student's need, providing for student interaction, and keeping student records. The role and responsibility of the tutors are considered in some detail. Attempts to reach students who find it difficult to attend the workshop are also reported. Finally, the workshop is described as the central focus of all the basic education and support work in the area, including support for full- and part-time students as well as the traditional literacy and numeracy instruction. (YLB)

ED 296 125 CE 050 408

Bateman, Gerald
College of Continuing Education: Athenaeum.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; College Programs; *Cooperative Learning; *Cooperatives; Higher Education; *Older Adults; Postsecondary Education; Professional Continuing Education; *Student Centered Curriculum; *Student Organizations; Technical Education
IDENTIFIERS- Rochester Institute of Technology NY

The mission of the Rochester Institute of Technology's College of Continuing Education is to provide high-quality, applications-oriented education and training for the continuing development of professionals. The college has initiated a special project called the Athenaeum. The Athenaeum is an intellectual cooperative run by and for adults over the age of 55 who are committed to continued learning. Members pay annual dues to support the organization and activities and use their own experience and talents to plan and implement college-level courses and educational experiences for themselves and their colleagues. The plan is that the adult participants will continue to run this program on their own, with the college serving only as a resource and guide when needed. The Athenaeum attempts to follow the same principles used in the lyceum of the past, i.e., it is based on a student-centered, open learning approach to lifelong learning. (MN)

ED 296 153 CE 050 448

Park, Mary Lou
Developing a District-Wide Comprehensive School Health Program. Final Report.
San Diego Community Coll. District Foundation, CA.
PUB DATE- 22 Jul 88
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Planning; Elementary Secondary Education; Health Education; Health Personnel; *Health Programs; Medical Care Evaluation; *Program Development; *Program Improvement; Recordkeeping; *School Health Services; *School Nurses
IDENTIFIERS- *Camden Central School District NY

This report covers the first 5 months of a project to design and organize for implementation a Comprehensive Health Service Program Model within the Camden, New York, Central School District. Development activities included a survey of area school nurses, assessment of current operations, development of philosophy, a project overview with objectives, and the writing of a mission statement. Recommendations for staffing and physician recruitment, management, the maintenance of standards, orientation of staff, and program evaluation were made. Other activities centered on formation of an advisory health council and a student health recordkeeping system plan including computerization of student records. This part of the program was primarily developmental, with implementation planned for the next three years. Appendices include a program proposal, study of school nurses in Central New York, personnel recommendations, position statement on the use of school nurse-teachers, forms, and a bibliography. (KC)

ED 296 397 CS 506 241

Farrar, Ronald T.

Competencies for Outcomes Assessment in Mass Communications: Graduate Education--The South Carolina Experiment.

PUB DATE- Jul 88

NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Competency Based Education; *Degree Requirements; Evaluation Criteria; Graduate Study; Higher Education; *Journalism Education; *Mass Media; *Masters Degrees; Masters Programs; *Minimum Competencies

IDENTIFIERS- Competency Based Assessment; Competency Lists; Media Education; *University of South Carolina

In 1987, the Graduate Council of the College of Journalism and Mass Communication at the University of South Carolina developed competency standards--specific statements of competencies that students should possess, and strategies for measuring them--for students in the graduate program. Created as part of a graduate curricular review, this statement presents the following list of competencies (including comments and evaluation suggestions for each competency): (1) effective writing skills; (2) an understanding of basic communications research methods; (3) a working knowledge of communications law; (4) a working knowledge of communications history; (5) basic technological competence; (6) effective communicator skills; (7) professional competence in a specialized area; (8) an understanding of the international dimensions of the field; (9) an understanding of the media as social institutions; (10) a working knowledge of media economics; and (11) an understanding of professional ethics and ethical issues. Competencies for a master of arts degree from the university of South Carolina consist of effective writing skills; a thorough knowledge of basic quantitative research methods; a working knowledge of communications law and basic legal research techniques; a working knowledge of communications history and basic historical research methods; basic technological competence; effective communicator skills; an understanding of the international dimensions of the field; an understanding of the media as social institutions; an understanding of professional ethics and ethical issues; and an understanding of communication theory. (MM)

ED 296 410 CS 506 256

Harper, Nancy L.
Data Collection and the Marble Company.
PUB DATE- Apr 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Data Collection; *Decision Making; Employer Employee Relationship; *Management Games; *Organizational Communication; Personnel Evaluation; *Simulated Environment; Simulation
IDENTIFIERS- Management Analysis; Management Practices; *Simulation Games

A study investigated how managers in various kinds of organizations make decisions and also examined ways that using the Marble Company simulation (developed by L. C. Lederman and L. P. Stewart in 1985) could enhance, clarify, and extend its findings. Managers were asked to write down what they would say to their subordinates in order to elicit the desired performance. What was not known was whether what the managers wrote was an accurate reflection of what they would actually say. Also not known was which managers were considered effective by their superiors or by their subordinates, or whether their chosen strategies would have worked in the sample situations. Using the Marble Company simulation with a series of intact groups (role-playing students or faculty) information on verbal and nonverbal behaviors was collected. Video cameras, stationary and portable, and unobtrusive observers were used during the three simulations. Results indicated that although the nonverbal behavior that the cameras were able to catch was invaluable in filling in and verifying or modifying personal observations, trained human observers were essential. Also, the debriefing session was an extremely valuable source of information. Motives offered and what individuals had done, compared to what others thought those individuals had done, frequently differed. Findings suggest that there are advantages and disadvantages to the Marble Company simulation (and in using simulation in general) but simulations can be a rich source of data on human communication. (RAE)

ED 296 083 CE 050 226

Lusterman, Seymour
Trends in Corporate Education and Training. Report No. 870.
Conference Board, Inc., New York, N.Y.
REPORT NO.- ISBN-0-8237-0311-8
PUB DATE- 85
NOTE- 31p.
AVAILABLE FROM- Conference Board, Inc., 845 Third Avenue, New York, NY 10022.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Corporate Education; Demography; *Educational Change; Educational Needs; Educational Technology; *Educational Trends; *Organizational Change; Postsecondary Education; Program Content; Program Development; Social Change; Supervisory Training; Technological Advancement; *Training Methods; *Training Objectives

Education and training programs have changed significantly during the past five years in most large U.S. corporations. Rapid technological change and the adoption by many companies of new strategies in response to such factors as heightened global competition and deregulation have imposed new skill and knowledge needs. A larger proportion of employees in all major job categories is now involved each year in formal training than five years ago. Growth in participation rates has been highest for managers and professionals as well as sales and marketing personnel. Despite the fact that diminished earnings have compelled some companies to reduce staff, most have increased the number of professionals engaged in training. As corporate leaders commit themselves to reducing or containing education and training costs, more attention is being paid to linking training programs to companies' strategic goals. The needs of departments and individuals are increasingly determined by joint trainer-manager explorations and performance appraisal procedures. New technologies, including video, computer-aided instruction, interactive video, and satellite broadcasting, are having important effects on training. Corporate departments are becoming better equipped to conduct training programs and are beginning to play a more active role in oversight of training activities throughout the company. (MN)

ED 296 139   CE 050 426

Evaluate Co-op Students' On-the-Job Performance. Second Edition. Module J-8 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-223-6
PUB DATE- 88
NOTE- 40p.; For related modules, see ED 289 964 and CE 050 422-428.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Check Lists; Competence; *Competency Based Education; *Cooperative Education; Course Content; Course Organization; Educational Resources; Evaluation Methods; Independent Study; Learning Activities; Learning Modules; Postsecondary Education; Recordkeeping; *Student Evaluation; *Teacher Education; Teaching Methods; Vocational Education; *Vocational Education Teachers; *Work Experience Programs

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preservice and inservice preparation of teachers and other occupational trainers in all occupational areas. This module contains three learning experiences that are designed to help teachers/student teachers to acquire skill in evaluating students' on-the-job progress. In addition, the learning experiences provide activities to help the teachers/student teachers to devise the evaluation forms and procedures they will need to conduct such evaluations. Each learning experience contains an objective, several activities, information sheets, resource lists, and a self-check with model answers. The final learning experience requires the teacher/student teacher to demonstrate competency in applying the material of the module in an actual teaching situation. (KC)

ED 296 183   CE 050 564

California Adult Education 310 Mini-Grant Summaries. Selected 1984/85 and 1985/86 Reports.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Programs; Adult Vocational Education; Articulation (Education); Correctional Education; Courseware; *Curriculum Development; Daily Living Skills; English (Second Language); Followup Studies; *Grants; *Instructional Materials; Microcomputers; *Program Development; Program Evaluation; Recordkeeping; Statewide Planning; Student Evaluation; Student Recruitment; Study Skills; Testing Programs; Volunteer Training; Work Attitudes
IDENTIFIERS- 310 Project; *California; Placement Tests

This report profiles 39 programs that were funded by minigrants from Section 310 of the Adult Education Act in either 1984/85 or 1985/86. The following are among the instructional programs or products developed with the minigrant funds: an evaluation of targeted recruitment for competency-based adult education (CBAE); a self-assessment model; a project to empower students through teaching democratic processes; English as a second language (ESL) exit level tests; government and law lessons for ESL students; a microcomputer software articulation project; a teacher resource file for Comprehensive Adult Student Assessment System competencies; a program to train CBAE volunteers; a validation of ESL placement procedures; a video on designing and implementing effective inhouse staff development; an auto mechanics, welding, and machine shop safety video; a competency-based student orientation and placement study; an ESL intake process, placement procedure, placement test, and teacher handbook; and international restaurant project; a life skills packet for students at correctional education sites; and adaptable CBAE master plan; and a vocational ESL project. Each project summary includes a needs statement, goals and objectives, the process used to develop the program or product, and project outcomes. (Appendixes list 1984/85, 1985/86, and 1986/87 minigrant awards.) (MN)

ED 296 255 CG 020 947

Task Force on Alcohol and Drug Abuse: Productive People, Productive Policies.

National Governors' Association, Washington, DC. Center for Policy Research and Analysis.

PUB DATE- 87
NOTE- 74p.
AVAILABLE FROM- National Governor's Association, Hall of States, 444 North Capital Street, Suite 250, Washington, DC 20001-1572.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Abuse; Alcoholism; *Drug Abuse; Hearings; Models; *Prevention; *Programs; *Resources

The first part of this report on alcohol and drug abuse summarizes major recommendations from testimony and written statements from a hearing on alcohol and drug abuse. Testimony from these witnesses is included: (1) Reed Bell, Director, Office of Substance Abuse Prevention, United States Department of Health and Human Services; (2) Merita Thompson, Department of Health Education, Eastern Kentucky University; (3) James Neal, Director of Prevention Services, South Carolina Commission on Alcohol and Drug Abuse; (4) Beny J. Primm, Executive Director, Addiction Research and Treatment Corporation, Brooklyn, New York; (5) H. Leonard Boche, Executive Director, Minnesota Association of Treatment Programs; (6) David L. Armstrong, Attorney General, Commonwealth of Kentucky; (7) Alex Brodrick, Executive Director, Volunteers of America, Louisville/Lexington, Kentucky; and (8) Andy Devine, Juvenile Judge, Lucas County Juvenile Court, Toledo, Ohio. The second part

gives the background of prevention strategies, sets forth the rational bases from which today's prevention strategies are derived, summarizes models to guide new efforts and provide a framework for analyzing common problems, and suggests specific guidelines for planning strategies to prevent alcohol and drug abuse. The third part provides summaries of alcohol and drug abuse programs arranged by state and includes a contact person's address for each entry. The fourth part lists additional resources, including program listings and reports on special topics. (ABL)

ED 296 297   CS 009 207

Bowman, Harry L.; Webb, Emily J.
U.S. Navy Recruit Characteristics on Reading Comprehension and Educationally Related Variables: A Twelve-Month Profile from June, 1986 to May, 1987.
PUB DATE- Nov 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987). For previous year's data, see ED 278 006.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Data Analysis; *Military Personnel; *Reading Comprehension; Reading Improvement; Reading Research; Remedial Programs; *Remedial Reading
IDENTIFIERS- Armed Services Vocational Aptitude Battery; Gates MacGinitie Reading Tests; Navy

A study was conducted to investigate the reading comprehension and educationally related characteristics and relationships that describe the Navy's recruit population. The variable of primary interest was the recruit's reading comprehension grade level score; other variables were years of education, aptitude score, high school graduation status, and month of entry into the Navy. The study was conducted because the variability in the numbers of recruits who need reading remediation in language skills has a direct impact on the requirements for staffing and instructional materials. Nearly 80,000 recruits (who entered the service between June 1986 and May 1987) took the Gates-MacGinitie Reading Comprehension Test and the Armed Services Vocational Aptitude Battery. Data analyses of their scores revealed that the typical Navy recruit completed slightly less than 12 years of education, with reading comprehension near the 12th grade level. Findings suggest that the recruit population remains relatively stable, showing only slight variability with regard to years of education, reading comprehension skills, and aptitude scores. However, from month-to-month the recruits vary on reading scores, graduation status, and the number who read below grade six. (Nine tables of data are included.) (MM)

Sneed, Don; And Others

Press Coverage of Blacks and the Black Community: The Minority Legislators' Perspective.

PUB DATE- Jul 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Black Attitudes; *Black Leadership; *Blacks; Legislators; Mass Media Effects; Mass Media Role; *Newspapers; *News Reporting; Press Opinion; Racial Bias; *State Officials
IDENTIFIERS- Press Responsibility

As part of an in-progress study of Black state legislators' evaluation of the performance of White-owned newspapers in their communities, mail questionnaires were sent to 342 Black state senators and state representatives listed in "Black Elected Officials: A National Roster." One hundred seventeen officials have returned the questionnaires. Five-point Liker-type "Strongly Agree"/"Strongly Disagree" items measured the sample's agreement with statements on the performance of the White-owned press, and views of Black state legislators on how newspapers can gain a better understanding of news or interest to Black readers and ways press coverage can be improved. Results showed that there was striking agreement among Black legislators that press coverage in their communities was inadequate with regard to news about Blacks and the Black community. There was also strong indication that Black legislators think the White-owned press does not understand some issues that involve Blacks in their communities. As for possible solutions, the legislators think that increased contact between themselves and reporters and between Black leaders in the community and reporters would contribute to better understanding and better newspapers. In addition, 89% of the respondents think that more Black reporters should be hired to increase understanding of news of interest to Black readers and 74% think that understanding would increase if the White-owned press would hire a Black editor. (Two tables of data and 17 footnotes are attached.) (ARH)

ED 296 369 CS 211 376

Language Arts Curriculum Guide, 7.

Tennessee State Dept. of Education, Nashville.

PUB DATE- 87
NOTE- 138p.; For other guides in this series, see CS 211 369-377.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Course Content; *Course Objectives; *Grade 7; Grammar; Handwriting; Junior High Schools; *Language Arts; *Learning Activities; Listening Skills; Public Schools; Skill Development; Speech Communication; Spelling Instruction; State Curriculum Guides; Writing Instruction; Writing Skills
IDENTIFIERS- *Curriculum Emphases; Organizational Skills; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for seventh grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

ED 296 452 EA 020 106

North Carolina Education: Strengthening the Foundations & Preparing for the Future. Information on Education Progress in North Carolina Five Years after "A Nation at Risk: The Imperative for Educational Reform."

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- Apr 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; *Educational Change; Educational Finance; *Educational Improvement; Elementary Secondary Education; *Instructional Improvement; *Program Development; *Program Implementation; Second Language Learning; *State Programs; Summer Schools; Time Management
IDENTIFIERS- *North Carolina

North Carolina's Basic Education Program was adopted in 1985 and will be completely implemented by 1993. The North Carolina General Assembly has furnished much of the necessary funds. The program provides higher standards, smaller classes, the chance to become fluent in a foreign language, more instructional materials, counseling, dropout prevention, inschool suspension, compensatory education, advanced placement programs, an addition of 11,048 teachers, a monitoring procedure concerning the quality of education and school facilities that will be implemented by 1993, and staff development. In addition to traditional curricular offerings, the Basic Education Program's curriculum includes second language study and arts education that are mandatory for students in K-5. North Carolina is the first state to provide second language study to students in K-5. The program also features free summer school for students in K-11 if they fail to meet promotion standards or if they need remedial instruction; the use of computers for computer literacy, for automating media centers and student accounting systems, and for routing and scheduling buses; a four-year pilot program that rewards the performance of teachers with salary increases; other programs and facilities that benefit teachers; and programs that encourage good students to become teachers. Included are six tables. (RG)

Youth Programs. Practical Lessons from Research and Program Experience. Spring 1988.

Brandeis Univ., Waltham, MA. Center for Human Resources.

SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- 88
NOTE- 17p.
AVAILABLE FROM- Center for Human Resources, Heller School, Brandeis University, P.O. Box 9110, Waltham, MA 02254-9110 (Four issues--$25.00 individuals, $50.00 organizations).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; Career Education; Disadvantaged; Employment Potential; *Enrichment Activities; Federal Legislation; Federal Programs; *High Risk Persons; Postsecondary Education; Secondary Education; *Summer Programs; *Work Experience Programs; Youth Employment; *Youth Programs
IDENTIFIERS- Job Training Partnership Act 1982; *Summer Training and Education Program

This issue features articles on basic skills enrichment for summer job programs and on the recent revisions to the Job Training Partnership Act's (JTPA's) performance standards system. "Basic Skills and Summer Enrichment: An Interview with Gordon Berlin" focuses on the summer enrichment movement in general and the Summer Training and Education Program (STEP) in particular. It looks at key elements of summer enrichment, broader issues that have been addressed through STEP, the role of the schools, and the movement toward a comprehensive system. "Program Standards: A New Chance for Employability" (Lori Strumpf) is a close look at the first major revisions of the JTPA's performance standards system. It considers issues that practitioners and policymakers had raised over the impact of JTPA's standards on the population the system was serving and the services offered. The article details how the revisions address these issues and establish performance standards that encourage higher quality services. Challenges for youth policymakers and practitioners are also discussed. "Notes from the Field" (Andrew Hahn) offers highlights from a series of two-day training institutes on summer enrichment programs for state and local JTPA practitioners. "CHR Notes" (Erik Butler) summarizes recent ventures in which the Center for Human Resources has participated. (YLB)

ED 296 097 CE 050 294

Exploring Electricity/Electronics. The Illinois Plan for Industrial Education.

Illinois State Univ., Normal.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 87
NOTE- 173p.; For related documents, see CE 050 288-298.
AVAILABLE FROM- Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Electrical Systems; *Electric Circuits; *Electricity; Electronic Equipment; *Electronics; Equipment Maintenance; *Industrial Education; *Industry; Junior High Schools; Learning Activities; Lesson Plans; Measurement Equipment; Middle Schools; Statewide Planning; Technical Education;

*Technological Literacy; Technology

This guide, which is one in the "Exploration" series of curriculum guides intended to assist junior high and middle school industrial educators in helping their students explore diverse industrial situations and technologies used in industry, deals with electricity and electronics. The following topics are covered in the individual lessons: the fundamentals of electricity (electricity as the flow of electrons and procedures for making and using a continuity tester); energy transducers (the purposes and operating principles of energy transducers and procedures for making and testing energy transducers); output transducers and control devices (the function of output transducers and control devices and steps in making and testing electrical circuits); series and parallel circuits (understanding how such circuits function and making and testing them); and the fundamentals of electronics (basic electronic devices and systems and making and analyzing an electronic alarm). The guide includes the rationale behind its development, hints to the teacher, lesson plans, student handout masters, teacher aids, a unit examination, and a list of references. The lesson plans include cross-referenced lists of objectives, lesson content, and learning activities. (MN)

ED 296 112 CE 050 388

Holian, Barbara L.

A Community Assessment of Functional Literacy.

PUB DATE- Aug 83
NOTE- 93p.; Master's Thesis, San Jose State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Attitude Change; *Community Attitudes; Community Surveys; Evaluation; *Functional Literacy; Hispanic Americans; *Literacy Education; Public Agencies; Spanish Speaking

IDENTIFIERS- *California (Salinas)

A community assessment for literacy action was conducted in Salinas, California. Service agencies were surveyed to assess literacy programs and materials. The agencies were asked questions regarding awareness of the illiteracy problem, knowledge of existing or retired programs, and agency commitment to support of a community-wide program. Research substantiated the hypothesis that Salinas agencies in contact with the functionally illiterate population were aware that a large number of people in the community had difficulty with the English language. The agencies considered this difficulty an Hispanic problem and an individual responsibility. The agencies were aware of the programs of the Adult School of the Salinas Union High School District and considered them adequate. They were not directly involved in the alleviation of functional illiteracy and did not intend to be. Their lack of support had inhibited literacy efforts in the community. Few agencies referred individuals to Adult School programs. Almost three-fourths of the agencies identified the problem as a concern mainly in the realm of employment; therefore, they did nothing about it. A radical change in community attitude was seen as requiring dramatic media coverage as well as workshop participation. (YLB)

ED 296 168 CE 050 521

Boerner, Lee Ann; Botterbusch, Karl F., Ed.
Job Seeking Skills Course. Instructor's Manual.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
REPORT NO.- ISBN-0-916671-86-0
PUB DATE- 88
NOTE- 92p.; For the accompanying workbook, see CE 050 522.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Choice; *Career Education; *Career Planning; Employer Employee Relationship; *Employment Potential; Goal Orientation; *Job Search Methods; *Job Skills; Learning Activities; Postsecondary Education; Teaching Guides; Teaching Methods; Vocational Education

This instructor's manual complements the Job Seeker's Workbook, which is a practical, step-by-step course on job seeking and related skills. The manual contains a suggested lesson plan for a 30-hour course. The lesson plan is structured around goals and measurable outcomes for each section of the six-unit course. The goals and outcomes are correlated with methods and materials used and staff and equipment involved. Units are: Getting to Know One Another, Knowing Myself and Choosing Job Goals, Doing the Paperwork, Getting Ready to Find a Job, Getting a Job and Keeping It, and Where Do I Go From Here--What Next? Appendixes provide master copies for class handouts, visual aids, and a participant's evaluation report that can be reproduced for use in documenting participant achievements. An instructor's resource list provides suggestions for further readings related to the area of job seeking/keeping skills. (YLB)

ED 296 197 CG 020 887

Isakson, Richard; And Others
Implementing a Wellness and Ecosystem Program in a University Housing System: Heritage Developmental Community.
PUB DATE- Mar 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American College Personnel Association (Miami, FL, March 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Environment; College Students; *Ecology; Higher Education; *On Campus Students; Program Effectiveness; *Program Implementation; *Student Development

This document describes the Heritage Developmental Community (HDC), a program implemented by Brigham Young University's Housing Department and Counseling and Development Center to facilitate and accelerate student development and to create an ecosystem within a university residential setting wherein all parts relate and interact to reach complementary developmental goals. Theoretical perspectives and values of the project are described, as is the setting for the project. Implementation of the project, which began with the creation of a pilot program in the fall of 1985, is reviewed and changes and improvements made since the pilot program are discussed. A section on programming describes the three major programming components of instruction, community activities, and student involvement opportunities. Under the component of instruction, two courses currently offered as part of the HDC project are described: a basic course for residents or participants within the developmental community and a special course for student leaders within the project. The component of community activities lists three activities (1) periodic large group meetings of all community members; (2) a special "Wellness Fair"; and (3) service projects. The ongoing assessment and evaluation of the project is discussed. A summary supports the developmental-wellness-ecosystem approach and makes five suggestions for others interested in implementing such a program. (NB)

ED 296 212 CG 020 902

Kurtz, Jan
The ABCs of Advising Student Activities.
National Association of Secondary School Principals, Reston, VA. Div. of Student Activities.
REPORT NO.- ISBN-0-88210-203-6
PUB DATE- 87
NOTE- 74p.
AVAILABLE FROM- National Association of Secondary School Principals, Division of Student Activities, 1904 Association Dr., Reston, VA 22091 ($7.00, order #6208801).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Communication Skills; *Extracurricular Activities; *Group Dynamics; Leadership; Pupil Personnel Services; Secondary Education; Students

This document is a guide for advisers of student activities. It provides ideas and information, explores alternatives, and answers questions about student activities. The topics are arranged in alphabetical order, with one topic for each of the 26 letters of the alphabet. Topics covered include: attitude, brainstorming, communication, decision making, evaluation, forms, groups, hassles, ideas, job descriptions, keepsakes, leadership, meetings, notes, organization, purpose, quality versus quantity, resources, setting goals, traditions, uncovering invisible kids, voting, warm-ups, 'xtra space, you!, and "ze end." Each topic begins with an inspirational quotation. (ABL)

ED 296 226 CG 020 916

Lafer, Barbara H.; Lee, Sandra S.
A Framework for Ethical Decision-Making with Dying Patients.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Counseling Techniques; *Death; *Decision Making; *Ethics; *Hospices (Terminal Care); Models; *Patients
IDENTIFIERS- *Informed Consent; *Patients Rights

The field of death and dying has become an important area for the development of both research and clinical technique. Psychologists in increasing numbers work in hospital and hospice settings, and therapists treat terminally ill patients and/or their families. Greater attention is being paid to the needs and rights of these patients and families, especially the rights of privacy, self-determination, and informed consent. This paper raises questions which must be faced in dealing with ethical dilemmas that arise over conflicting rights and needs in the area of informed consent. It also provides a decision-making model for working through such dilemmas. The model presented contains the five stages of recognizing the conflict, structuring the conflict, deciding on an action after considering all the alternatives and their implications, carrying out the decision or action, and assessing the results. The model is used in an analysis of the ethical dilemma involved in the dying patient's right to give informed consent. Procedures used by a hospice team are discussed as a sample of the decision-making process. (Thirty-five references are listed.) (Author/NB)

ED 296 270 CG 020 962

Boyd, Vivian; And Others

Diagnostic and Prescriptive Group Interviews with Commuting Sophmores in Academic Jeopardy. Research Report #1-88.

Maryland Univ., College Park. Counseling Center.

REPORT NO.- RR-1-88
PUB DATE- Jan 88
NOTE- 13p.
AVAILABLE FROM- University of Maryland, Counseling Center, College Park, MD.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Students; Commuting Students; *Counseling Services; Higher Education; *Outreach Programs; *Student Improvement;

*Underachievement

In the fall semester of 1984, 66 full-time commuting university sophomores whose cumulative grade point average was between .001 and 1.99 participated in a modified replication of a diagnostic and prescriptive interview program. The program used a group session with either an agency outreach approach (N=30) or a non-outreach approach (N=36) to help students identify the causes of their poor grades and determine which campus resources would be useful to them in preventing low achievement from recurring. Students in both treatment groups persisted at significantly higher rates than students in the nontreatment control group for the semester after intervention. This trend continued, although not with statistical significance, 2 years after intervention. There were no significant differences in rates of students persisting "in good standing" although the trends were in the predicted direction and remained so for 2 years after intervention. Students left to their own initiative (non-outreach group) showed statistically greater positive effects than did students for whom the agency took the initiative (outreach group). Asking helping agencies to take an outreach approach with students who indicate an interest in being contacted by such agencies had no significant positive effect on students' academic performance, suggesting that agency outreach efforts may not be effective in inducing students in academic jeopardy to obtain help. (Author/NB)

ED 296 284 CS 009 189

Philippi, Jorie W.
Lessons Learned about Workplace Literacy from Military Job-Specific Reading Programs.

PUB DATE- May 88
NOTE- 13p.; Paper presented at the Annual Meeting of the International Reading Association (33rd, Toronto, Canada, May 1-6, 1988). For related document, see CS 009 190.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Reading Programs; *Enlisted Personnel; Functional Literacy; Job Training; Literacy Education; *Program Descriptions; Program Evaluation; Reading Improvement; Reading Instruction; *Reading Skills
IDENTIFIERS- Army; Basic Skills Education Program; Functional Literacy Program; *Job Related Literacy; *Job Related Reading

For almost half a century the United States military services have incorporated formal literacy programs into job training for those enlistees who are less than fully qualified. Over the years, several successful job-specific reading programs have evolved. In 1975, the Army began the Functional Literacy (FLIT) Program, a program based on a psycholinguistic, information-processing model designed to enable soldiers to use their job reading materials effectively. The program consists of two categories of exercises: "Reading To Do" (instruction in locating information for immediate use); and "Reading To Learn" (instruction in using metacognitive reading skills for problem solving). Another job literacy program--the Experimental Functional Skills Program in Reading (XFSP/Read)--focuses on teaching "Reading To Learn" processes that facilitate input and retrieval of job knowledge from long-term memory, in addition to providing instruction in "Reading To Do" activities. The Basic Skills Education Program (BSEP) in reading, a third successful job literacy effort, utilizes the results of a task analysis of 95 different military occupations, and tailors instruction to those job-reading tasks common to the most populous military occupations overseas. The text, integrating knowledge of military culture and interpersonal skills with job information, is used in combination with exercise modules and mastery tests to teach job-specific "Reading To Learn" and "Reading To Do" tasks. All three programs succeed in teaching job-specific reading skills to intermediate literates. (Fifteen references are appended.) (MM)

ED 296 341 CS 211 348

Hurlbert, C. Mark
The Rhetoric of Possessive Individualism.

PUB DATE- Mar 88
NOTE- 9p.; Paper presented at the Annual Meeting of the American Culture Association (10th, New Orleans, LA, March 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Grades (Scholastic); Higher Education; Rhetoric; *Rhetorical Criticism; Social Change; Writing (Composition); Writing Evaluation; Writing Instruction; *Writing Processes
IDENTIFIERS- Economic Theory; Political Theories; *Possessive Individualism; Rhetorical Theory; *Writing Attitudes

Although rhetoric is traditionally viewed through its relationships with law, politics, philosophy, and religion, other disciplines, such as economics, also shape contemporary rhetorics, and these rhetorics influence current writing pedagogies. "Product" and "process" theories of composition can be examined in light of the rhetoric of "possessive individualism"--the view that the right to possession is the keystone of human freedom. In the "product" approach to composition, students rely on their own abilities and application for success (i.e. good grades). Because ownership is linked to honor or disgrace in possessive individualism, grades define students, and their relationships to the meaning of their writing is undermined. "Process" approaches seek to eliminate this aspect of the "product" approach by inviting students to join the discourse community of the composition classroom as equal members. But the "process" approach also views students as individual creators of discourse, ultimately accountable for the success or failure of their texts. Grades are still something that students finally "get," and are statements of individual worth. By endorsing students' rights to "get" grades rather than their need to develop critical, social consciousness, both approaches support the promise of upward mobility for possessive individualists at a time when economic realities suggest that upward mobility is a myth. Although educators are beginning to recognize how meaning is produced in social processes, composition curricula continue to protect the individual right to possess meaning. (MM)

ED 296 355 CS 211 362

Sanders, Craig
Aftermath of the Death of the St. Louis Globe-Democrat: Are Failing Newspapers Still Worth Preserving?
PUB DATE- Jul 88
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Competition; Government Role; Legal Problems; Media Research; *Newspapers; Publishing Industry
IDENTIFIERS- Antitrust Laws; Editorial Policy; *Joint Operating Agreements (Newspapers); Media Government Relationship; Newspaper Ownership; *Newspaper Preservation Act 1970; Saint Louis Globe Democrat

This paper contends that the failure of the St. Louis "Globe-Democrat" raises questions not only about whether the United States Justice Department's Antitrust Division should have worked harder to keep the St. Louis joint operating agreement (JOA) alive, but also about the efficacy of the Newspaper Preservation Act in preserving editorial rivalry by allowing commercial rivalry to cease in situations where both types of competition are in danger. The paper argues that the Antitrust Division's intervention in the St. Louis JOA failure was correct and that future JOA failures should be reviewed by the government. The paper examines (1) the Newspaper Preservation Act; (2) the decline of direct newspaper competition; (3) JOAs and failing newspapers; (4) the government's role in JOAs; (5) the possibility that JOA failures violate antitrust laws; (6) how JOAs could gain by failing; (7) the intervention by the antitrust division in St. Louis; (8) the failing company tests for publishers; (9) whether JOA failures merit government intervention; and (10) a case for saving failing JOAs. The paper concludes that unless the Newspaper Preservation Act is amended so that editorial competition can be preserved, the government should continue to intervene in JOA failures in the same manner that it did in St. Louis. (Ninety-two notes are included.) (MS)

ED 296 384   CS 506 208

Kaufman, John A.
Pulling Up the Drawbridge: A Case Study of Rockwell International's Public Response Policy Following the Destruction of the Space Shuttle Challenger.
PUB DATE- 1 Mar 88
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aerospace Industry; Discourse Analysis; Interviews;

Mass Media Role; Media Research; News Media; *Organizational Communication; *Public Relations
IDENTIFIERS- Business Media Relationship; *Challenger Disaster; Crisis Management; National Aeronatuics and Space Administration; *Rockwell International; Space Shuttle

This paper describes the contingent media relations policy employed by Rockwell International, the prime contractor of the United States space shuttle program, following the 1986 destruction of the Challenger, and evaluates that policy in terms of its utility to Rockwell and its impact on public dissemination of information about the shuttle disaster. The paper analyzes the corporate responses of Rockwell from two perspectives: (1) it evaluates the varied reactions of Rockwell executives to the incident (obtained through personal, off-the-record interviews collected between June 1986 and June 1987) through an established theoretical model of crisis perception; and (2) it considers the impact of the Rockwell policy on the mass media's ability to provide comprehensive, technical information about the incident to the public. The paper advances the thesis that senior management at Rockwell, in consultation with the National Aeronautics and Space Administration (NASA), deliberately established a public response policy designed primarily to limit discussion of the Challenger accident in the public sphere, resulting in an information vacuum of sorts that severely restricted the mass media, especially newspapers, from providing to the public timely, technical information respecting the shuttle explosion. The paper concludes that the descriptive account illustrates a need for more careful consideration by both public and private sectors of appropriate policy and guidelines respecting the role of public discourse in the operation and maintenance of highly technical systems that harbor potential to bring sudden harm to society. (Forty-one notes are included, and 18 references are appended.) (MS)

ED 296 425 CS 506 278

Douglas, William; And Others
Toward an Information Integration Approach to Issue Advertising.
PUB DATE- Nov 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (Boston, MA, November 5-8, 1987). Project supported by the Institute for the Study of Issues Management, School of Communication, University of Houston.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; *Attitude Change; Communication Research; Higher Education; *Mass Media Effects; Media Research; Media Selection; Persuasive Discourse; *Public Opinion; Television Commercials
IDENTIFIERS- *Advertising Effectiveness; *Issue Advertising; Print Media; United States Committee for Energy Awareness

Issue advertising is intended to inform an audience--most commonly with the intent of changing unfavorable opinions or reinforcing favorable ones--to affect cognition (in contrast to the behavioral emphasis of product and service advertising, intended to stimulate trail and adoption). To explore public reactions to printed and televised issues advertising, a study looked into reactions of university students to the current campaign sponsored by the United States Committee for Energy Awareness (USCEA). Seventy-four female and 42 male students, divided into four groups, were exposed to a magazine advertisement and three 30-second television advertisements on issues related to energy. One group served as control, one read the printed ad, one saw the videotapes, and one both viewed the tape and read the ad. All then responded to a questionnaire indicating their support/opposition to nuclear energy. Analysis of their answers suggests that, in some regards, issues advertisements influence opponents of public policy more than they influence supporters. Supporters of nuclear energy simply continued their beliefs and arguments for it, while opponents generated an increased number of arguments against nuclear energy (not by refuting the advertisements' claims, but by stressing other issues). These effects were most pronounced among those who saw the videos, which suggests that issue advertisement effects may vary both across and within forms of media. (Twenty-six references and a table of results are appended.) (SKC)

ED 296 439 EA 020 048

Education in the States. Volume I: State Education Indicators.

Council of Chief State School Officers, Washington, D.C.

PUB DATE- 87
NOTE- 49p.
AVAILABLE FROM- Publications, State Education Assessment Center, Council of Chief State School Officers, 400 N. Capitol Street N.W., Suite 379, Washington, DC ($10.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Demography; Educational Demand; *Educational Economics; Educational Needs; Educational Status Comparison; Educational Supply; *Educational Trends; Elementary Secondary Education; Employment Patterns; Fiscal Capacity; Instructional Student Costs; Population Distribution; Population Trends; Resource Allocation; *School Demography; *School Statistics; State School District Relationship; *State Surveys

This report represents the beginning of an effort by chief state school officers to compile information systematically on the states' educational programs and to report that information regularly to the public and their policymakers. This year, the report emphasizes demographic and fiscal background information bearing on the states' education systems. The first section provides a state-by-state breakdown of state school system demographics, including estimated school-age population, change, percent of total population, and change in percent of total population, projected from the 1970 and 1980 Census. The second section lists general population characteristics for each state, including per-capita income, educational attainment of adults, and percent voting. The third section focuses on financial resources of each state, including gross state product per school-age child and relative tax capacity index. The fourth section provides statistics on student needs, based on the school-age population in poverty and the percent of K-12 enrollments in private schools. The final section provides data collected from questionnaires on the features of the states' educational programs. Included are comparative statistics on instructional time, school participation, teacher preparation and certification, and effective schooling programs. Color-coded maps are provided to illustrate each of these tables. A final section addresses gaps in the data presented and describes future efforts to obtain data on educational outcomes. (TE)

ED 296 126 CE 050 410

Worksite Nutrition: A Decision-Maker's Guide.

American Dietetic Association, Chicago, Ill.; Society for Nutrition Education, Berkeley, Calif.

SPONS. AGENCY- Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- 86
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Adults; *Dietetics; *Employee Assistance Programs; *Health Education; *Health Promotion; *Inplant Programs; Nutrition; *Nutrition Instruction; Program Development; Program Implementation

This guide is designed specifically to assist decision makers in business and industry, including chief executive officers, benefits managers, human resource directors, wellness coordinators, and owners of small businesses, in understanding how diet and nutrition affect employees and the company. It addresses the concerns of both small and large employers. Part 1 offers examples of health and economic benefits of worksite nutrition programs and strategies for working with employees to improve dietary habits. Part 2 presents nutrition program options available to companies and important aspects of program development and implementation. Part 3 provides an array of examples of companies that have created an atmosphere conducive to healthful nutrition practices. Finally, lists of resources and suggested readings provide assistance in locating materials, programs, and providers. (YLB)

Learn, Richard L.
Supervision of Paraprofessional Workers in Special Needs Vocational Education.
PUB DATE- 88
NOTE- 17p.; Paper presented at the Pennsylvania Vocational Education Conference (Champion, PA, June 28-July 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cooperating Teachers; *Disabilities; *Exceptional Persons; Mainstreaming; On the Job Training; *Paraprofessional School Personnel; *School Supervision; Secondary Education; Special Education; *Staff Development; Teacher Aides; *Vocational Education

Paraprofessional workers (teachers' aides) can help special needs students in vocational education classes. In order for them to function properly, they need supervision, which may vary among institutions, but should include some inservice orientation and training. Some of the topics that should be covered in the training of paraprofessionals include job role expectations; knowledge of handicaps and disadvantagement; behavioral management and physical control; observing, recording, and reporting student behavior; tutoring techniques; school policies; instructional materials and other resources; first aid and safety; legal and ethical issues; equipment operation and job-specific skills; and orientation to the school. Training activities should be conducted by teachers, principals, and counselors; they should include observation of classes, microteaching, and meetings between teachers and paraprofessionals. Finally, teachers must be aware of their "sacred space" and be willing to share responsibilities with their papraprofessionals when such sharing will benefit students with special needs. (KC)

ED 296 240 CG 020 930

Spang, Bruce P.

Guidelines for Planning and Conducting Student Awareness Programs.

Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Alcohol and Drug Education Services.
PUB DATE- Feb 88
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Education; *Drug Education; *Program Development; *Program Implementation; Secondary Education; *Secondary School Students; *Substance Abuse

This document contains guidelines to help plan and conduct 3- to 5-day long substance abuse awareness programs for students in secondary schools. These topics are discussed: (1) identifying outcomes; (2) gaining administrative and student support; (3) balancing personal acceptance and task in the planning committee; (4) length of awareness program; (5) preparing small group facilitators; (6) building a margin of safety; (7) assigning roles to students and staff; (8) commitment of presenters; (9) using local resources and adding variety to the format; (10) training staff and students in public speaking; (11) awareness packet; (12) counterproductive approaches; (13) media coverage; (14) audience considerations; and (15) sensitivity to home situations. The report concludes that student awareness programs will have unique differences in each school system where they are conducted, reflecting the talents and resources available as well as the needs of particular student populations. The conclusion recommends annual student awareness programs to assure awareness among the changing student body. The appendices include a process outline, an administrator's student awareness preparation checklist, sample flow agenda, sample evaluation forms, and a coordinator's checklist for designing a student awareness checklist. (ABL)

ED 296 327 CS 211 331

Wyatt, Robert O.; Badger, David P.
The Positive Effect of Neutral Information in Evaluative Journalism.
PUB DATE- Jul 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Association of Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Evaluative Thinking; *Film Criticism; Higher Education; Information Utilization; Journalism; Mass Media Effects; *Persuasive Discourse; *Reader Response
IDENTIFIERS- Evaluation Research; *Film Reviews

Persuasion theories typically attempt to account for attitude change, but mass media reviews influence more ephemeral variables, the chief of which is "interest" in attending or otherwise consuming a cultural event or object. Reviewing and other forms of "evaluative journalism"--including much sports, consumer, and political reportage--affect interest primarily through variation in two variables: information and evaluation. A study examined the processes that accompany audience reaction to reviews. Subjects, 226 students enrolled in large introductory mass media courses for majors and non-majors at a state university, after a pretest, were randomly assigned to one of seven film-review treatments of different evaluative directions and information levels: (1) negative, mixed, and positive reviews with a low level of information; (2) negative, mixed, and positive reviews with a high level of information; and (3) a "non-review" which contained a high level of information but no evaluative adjectives or phrases. A posttest was also administered. Results indicated that a high level of neutral information increased interest in a film compared with a low level, but information level was not as powerful as evaluation direction. Neutral information alone, however, increased interest almost as much as a positive, high-information review. (Nineteen notes, four tables of data, and one figure are included.) (MS)

ED 296 370 CS 211 377

Language Arts Curriculum Guide, 8.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 87
NOTE- 122p.; For other guides in this series, see CS 211 369-377.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Course Content; *Course Objectives; *Grade 8; Grammar; Handwriting; Junior High Schools; *Language Arts; *Learning Activities; Listening Skills; Public Schools; Skill Development; Speech Communication; Spelling Instruction; State Curriculum Guides; Writing Instruction; Writing Skills
IDENTIFIERS- *Curriculum Emphases; Organizational Skills; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for eighth grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

ED 296 084 CE 050 263

Flannery, Daniele; Apps, Jerold

Characteristics and Problems of Older Returning Students. College of Agricultural & Life Sciences Research Report.

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

SPONS. AGENCY- Department of Agriculture, Washington, D.C.

PUB DATE- 87

NOTE- 38p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Access to Education; *Adult Education; *Adult Students; Postsecondary Education; *Reentry Students; *Student Characteristics; *Student Needs

A study examined the barriers encountered by returning adult students and the potential change of those barriers over time. The 43 students constituting the survey population were enrolled in the graduate programs of the College of Agricultural and Life Sciences and the School of Education at the University of Wisconsin-Madison. Students had to be at least 25 years old and have been out of school for at least 3 years to be considered a returning student. The students were interviewed twice, once in the first semester of their return to school and again a year later. The major barriers perceived by the returning adult students were increase in stress, parking in and around campus, balancing family and school time, balancing job and school time, and spending time with immediate family. The problem of balancing family and school time became more severe over the year; however, the severity of the other barriers remained the same. The barriers related to difficulties in obtaining campus information, following registration procedures, and obtaining information from the graduate school decreased over time. Other than an increase in severity of stress, there were no changes in psychosocial barriers over time. As expected, situational barriers were perceived as the most serious and did not abate over time. Because only 3 of the 43 persons in the study withdrew from school after the second interview, the relationship between perceived barriers and persistence/withdrawal could not be tested. (MN)

ED 296 140 CE 050 427

Manage Your Budgeting and Reporting Responsibilities. Second Edition. Module E-2 of Category E--Instructional Management. Professional Teacher Education Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-247-3
PUB DATE- 88
NOTE- 57p.; For related modules, see ED 289 964 and CE 050 422-428.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Budgeting; Competence; *Competency Based Education; Course Content; Course Organization; Educational Resources; Independent Study; Learning Activities; Learning Modules; *Money Management; Postsecondary Education; *Recordkeeping; *Teacher Education; Teaching Methods; Vocational Education; *Vocational Education Teachers

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preservice and inservice preparation of teachers and other occupational trainers in all occupational areas. This module contains three learning experiences that provide general information and basic principles concerning a teacher's responsibilities in handling and reporting on financial matters. It also describes some generally useful procedures and forms for recordkeeping requirements. Each learning experience contains an objective, several activities, information sheets, resource lists, and a self-check with model answers. The final learning experience requires the teacher/student teacher to demonstrate competency in applying the material of the module in an actual teaching situation. (KC)

ED 296 169   CE 050 522

Boerner, Lee Ann

Job Seeker's Workbook.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
REPORT NO.- ISBN-0-916671-83-6
PUB DATE- 88
NOTE- 179p.; For the accompanying instructor's manual, see CE 050 521.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Choice; *Career Education; *Career Planning; Employer Employee Relationship; *Employment Potential; Goal Orientation; *Job Search Methods; *Job Skills; Learning Activities; Postsecondary Education; Vocational Education; Workbooks

This workbook contains materials for a practical, step-by-step course on job seeking and related skills. The materials are intended for a 30-hour course. The six units are: Getting to Know One Another, Knowing Myself and Choosing Job Goals, Doing the Paperwork, Getting Ready to Find a Job, Getting a Job and Keeping It, and Where Do I Go From Here--What Next? Types of materials provided for each unit are: exercises, sample materials, examples, and informative material. The exercises include checklists, short-answer questionnaires, and sample forms to fill out. A reference list is appended. (YLB)

ED 296 184 CE 050 731

Imel, Susan
Computer-Assisted Instruction in Adult Literacy Education. Practice Application Brief.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; *Computer Assisted Instruction; Guidelines; *Literacy Education; Teaching Methods

This Brief first summarizes research findings regarding computer-assisted instruction (CAI) and its effectiveness in adult literacy education programs. The following findings are given: CAI is effective for a significant number of adult learners; CAI is effective because it provides the adult learner with flexibility, control, individualization, privacy, and immediate feedback; CAI effectiveness depends to a great extent upon the instructional staff; undereducated adults have positive attitudes toward computers and are interested in using them in their educational programs; and CAI effectiveness is limited by the shortage of appropriate software. The Brief then provides guidelines for effective use of CAI in adult literacy instruction. They include familiarizing all instructional staff with the CAI aspects of the literacy program; providing sufficient demonstration time and enough individual personal assistance for students to feel comfortable using computers; providing training and inservice opportunities for instructional staff; using only software appropriate for adult learners; not thinking of the computer only as a tool for individual use; providing for flexible scheduling of microcomputer use; not depending on the computer to be the sole source of instructional support; and providing opportunities for students to develop occupational skills through CAI. Thirteen references are listed. (YLB)

ED 296 213 CG 020 903

Ovuga, Emilio B. L.; Mugisha, Xavier R.
Proneness to Suicide: Does It Exist?
PUB DATE- May 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Suicidology/International Association for Suicide Prevention (20th, San Francisco, CA, May 25-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; *Attitudes; College Students; Foreign Countries; Higher Education; High Risk Persons; Life Satisfaction; *Mental Disorders; *Personality; *Personality Theories; Self Concept; Stress Variables; *Suicide
IDENTIFIERS- South Africa

Although no specific personality disorder seems responsible for suicide behavior, it has been suggested that hysterical personality could predispose to suicide behavior. Schizoid, anti-social and obsessoid rigid personalities have been linked to high risk suicide attempts. This study elicited response patterns and attitudes of South African university students (N=283) to hypothetical stressful situations. Suicidal psychiatric patients (N=60) who had recovered from a current episode of mental illness served as controls. All subjects completed questionnaires consisting of seven attitude scales: (1) attitude to self; (2) attitude to life; (3) attitude to the world; (4) stress reaction; (5) happiness scale; (6) passive death wishes; and (7) active death wishes. The results revealed that 32% of the students and 56% of the patients would be inclined to suicide or the passive acceptance of death under stressful circumstances. Forty-eight percent of the students and 46% of the patients reported having attempted suicide. Twenty-two percent of the students and 30% of the patients thought future suicidal behavior was likely. Several target attitudes were identified as markers of possible future suicidal acts. Subjects identified as high-risk thought they had insufficient achievement in life, felt they should not have been born, considered themselves not understood or appreciated by their family, found death too far away, and had nervous reactions to stress with agitation and confusion. (ABL)

ED 296 227 CG 020 917

Baumann, Donald; Grigsby, Charles

Understanding the Homeless: From Research to Action.

Texas Univ., Austin. Hogg Foundation for Mental Health.

PUB DATE- 88
NOTE- 41p.
AVAILABLE FROM- Texas University, Hogg Foundation for Mental Health, Austin, TX 78713.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Family Role; *Homeless People; *Human Services; *Individual Needs; Intervention; Models; *Social Isolation; *Social Support Groups
IDENTIFIERS- *Loss

A study was conducted to examine the homeless population of Austin, Texas and to determine who the homeless were, how they became homeless, how they saw themselves and others, what their needs were, and how they were being served by agencies. Survey data were collected from 500 homeless persons. This document summarizes findings from 3 years of research on the homeless in Austin, Texas. It begins by introducing four homeless persons in a typology of the recently dislocated, outsiders, and isolates which provides a framework for understanding the stages in the process of homelessness. It provides a theoretical model for understanding the causes, mediators, and consequences of homelessness, and describes three stages of loss (loss of family support, loss of friends, loss of community support). The model suggests that homelessness involves a progression from major loss to disaffiliation to entrenchment, with key factors being: (1) precipitating external circumstances; (2) a weakening of resources; (3) disaffiliation and elimination of traditional support and resources; and (4) entrenchment in homelessness, either as an outsider or as an isolate. It pulls together what is currently known about who the homeless are and how they became that way; the problems associated with homelessness; and the psychological and structural barriers to assistance for the homeless. It concludes with some broad strategies for action based on the model. (Thirty-four references are listed.) (NB)

ED 296 256 CG 020 948

St. John, A. P.
Presentation at DOL Department of Labor Conference on Aging.
PUB DATE- 11 Mar 88
NOTE- 54p.; Paper presented at "An Aging Workforce: Agenda for Action" (Detroit, MI, March 10-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Employment Patterns; Fringe Benefits; *Futures (of Society); Health Care Costs; Health Insurance; *Labor Force; Personnel Policy; *Population Trends; Preretirement Education; *Retirement; Retirement Benefits
IDENTIFIERS- *Chrysler Corporation

This document addresses the issue of the aging American workforce by describing the current demographics of the Chrysler Corporation workforce, reviewing Chrysler's future projections, and discussing some of the changes being implemented by Chrysler to accommodate the aging Chrysler active and retiree population. It compares average ages of hourly workers, non-management salaried workers, and management workers at Chrysler in 1977 and in 1987 and looks at the ratio of active workers to retirees in 1977 (2.6:1), 1987 (1.3:1), and projected ratios for 1990 through 1995 (1.1:1), 2000 (1.04:1) and 2015 (.94:1). Reasons for the projected low ratio are discussed. Trends in life and health insurance benefit costs for employees and retirees are examined and Chrysler's challenge of maintaining the quality of care and coverage while reducing and containing benefit costs is considered. Measures implemented at Chrysler to meet the challenges of an aging workforce are discussed, including the implementation of efficient alternative health care delivery options, individual case management programs for persons in an inpatient care environment, a research proposal to examine more cost effective management of Medicare, an education and wellness program for employees and retirees, and a life planning seminar to help employees prepare for retirement. (NB)

ED 296 298 CS 009 208

Basic Skills First, 1. Reading Curriculum Guide.

Tennessee State Dept. of Education, Nashville.

PUB DATE- 86
NOTE- 102p.; For other guides in this series, see CS 009 209-215.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Course Content; *Course Objectives; *Grade 1; Grammar; Language Arts; *Learning Activities; Literature; Primary Education; Public Schools; Reading Comprehension; *Reading Instruction; Reading Skills; Research Skills; Skill Development; State Curriculum Guides; Study Skills; Vocabulary Skills
IDENTIFIERS- *Curriculum Emphases; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this first grade reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for first grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the first grade reading mastery test, and a list of first grade vocabulary words are also included. (MM)

ED 296 313 CS 211 299

Roberts, David H.
New Directions for Teacher Training: Preparing Writing Teachers for Every Classroom.
PUB DATE- 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Degree Requirements; Educational Change; Education Courses; Higher Education; *Methods Courses; Methods Teachers; *Preservice Teacher Education; Public Schools; Required Courses; *Rhetoric; Teacher Certification; Writing (Composition); Writing Across the Curriculum; *Writing Instruction
IDENTIFIERS- Writing Contexts; Writing Models

To improve the teaching of writing in public schools, pre-service teachers should be trained in the theories and practice of composition and rhetoric through new courses in rhetoric, regardless of the teacher's subject area. Although the academic discipline of composition studies is now established, many public school teachers are not familiar with the fundamental works in this area. To address this deficit, an undergraduate course in rhetoric--"Current Methods of Teaching Writing," for example--might be required of all students in teacher-certification programs, introducing them to alternatives to the traditional rhetoric instruction. Such a course would provide frequent writing opportunities, reflect contemporary rhetoric, provide a framework for students to articulate their understanding of that paradigm, and put into practice its principles in both teaching and research. It would also incorporate research on the writing process, problem-solving, a systems analysis approach to error, emphasis on cognitive development instead of surface detail, and an appreciation of shifting linguistic registers when the purpose, audience, and occasion demand. For schools to begin teaching writing in all courses and in all grades, English departments and education departments need to prepare writing teachers for every classroom by teaching their students to write. (Sixty-one references are appended.) (MM)

ED 296 398 CS 506 242

Gaudino, James L.; Steele, Michael E.

Is Public Relations Research Providing the Unified Body of Knowledge Necessary for Professional Status?

PUB DATE- Jul 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Content Analysis; *Group Status; Professional Development; *Public Relations; *Research Utilization; Theory Practice Relationship
IDENTIFIERS- *Empirical Research; Professional Concerns; Professionalism; Professional Literature; Programmatic Research; *Public Relations Review; Research Trends

To investigate whether researchers are developing empirically-based public relations research efforts, and whether such efforts could be considered useful to public relations practitioners, a study conducted a content analysis of all articles published in "Public Relations Review" from 1977 through 1987. Articles (196 were coded in all) were examined to determine if they employed an empirical method, defined as any first-hand, direct observation of real-world events using case study, survey, experimental, and content analytic methods. To determine if articles were programmatic, the reference section of each article was examined--if an article contained one or more self-references, it was considered programmatic. Articles were also categorized according to discipline, content area (message, channel, audience, communications models, regulation, practical research methods, internal management, professionalism, education, history, and academic research methods), and level of content area (macro-analysis, management-analysis, and micro-analysis). Analysis suggested that the research was making greater use of empirical methods, but that the majority of the published work had not been programmatic nor predictive. Findings were positive concerning the emergence of a body of knowledge that might unify public relations, and analysis supported the hypothesis that public relations research published in "Public Relations Review" is making increasing use of traditional empirical methods and becoming increasingly programmatic. (Three tables of data are included, and 19 footnotes are appended.) (MM)

ED 296 411 CS 506 257

Huff, W. A. Kelly

FM Stereo and AM Stereo: Government Standard-Setting vs. the Marketplace.

PUB DATE- Jul 88
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Audiences; *Broadcast Industry; *Broadcast Reception Equipment; *Government Role; Media Research; *Programing (Broadcast); *Radio
IDENTIFIERS- Amplitude Modulation; Deregulation; Federal Communications Commission; Frequency Modulation; Media Government Relationship; Media History; Multiplex Programming; Radio Waves; *Stereo Broadcasting

The emergence of frequency modulation or FM radio signals, which arose from the desire to free broadcasting of static noise common to amplitude modulation or AM, has produced the controversial development of stereo broadcasting. The resulting enhancement of sound quality helped FM pass AM in audience shares in less than two decades. The basic groundwork for FM stereo was laid in 1955 when the Federal Communications Commission (FCC) allowed FM multiplexing, where one transmitter sends out two simultaneous (and, possibly different) signals. By April 20, 1961, the FCC allowed FM stations to broadcast stereo with multiplex, creating considerable excitement in the broadcast industry. The decision to allow stereocasting for AM radio was much more problematic. The FCC, in 1982 (after years of debate) finally decided that, rather than pick a single standard to ensure rapid facilitation of stereo on AM stations, they would instead pass the decision process to the marketplace. The FCC sent the AM stereo decision to the marketplace out of confusion and desperation. The changing role of the Commission during deregulation of radio directly affected AM stereo, particularly since both proceedings were being dealt with by the FCC simultaneously. The result was that the FCC failed to set a standard. The major difference between the evolution of FM stereo and AM stereo was the changing policy of the FCC. The outcome made it clear that self-regulation of the airwaves is a difficult task. (Ninety-eight references are appended.) (MS)

ED 296 453 EA 020 110

Lines, Patricia M.
Home Instruction: An Overview. Policy Issues Paper.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 41p.
CONTRACT- 400-86-0001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compulsory Education; Elementary Secondary Education; *Home Schooling; Nontraditional Education; *Outcomes of Education; *Parent Child Relationship; *Parent School Relationship; *School Attendance Legislation

Increasing numbers of children are meeting state compulsory education requirements at home rather than at school. Although home instruction was once the mainstay of frontier American education, some educators now regard the practice as suspect. This paper hopes to reconcile opposing views by examining home schooling, including numbers of children, curricula, and some testing data. The report briefly reviews official responses to home instruction, with special attention to constitutional limits on state regulation, and suggests how public educators and home schoolers can cooperate. Home schoolers differ philosophically, but firmly agree that parents should be deeply involved in their children's education and development. The number of home schooled children has grown from about 15,000 in the early 1970s to between 120,000 and 260,000 children today. The movement may have peaked due to the enormous parental time commitment involved and the widening availability of Christian schools. The curricular packages examined show that home schools follow no standard pattern. Scattered testing data suggest that home schooling successes are more numerous than failures regarding both academic and social development. After reviewing state policies and court actions, the paper argues for increased cooperation between public officials and home schoolers to help identify rare cases of child abuse or neglect and enrich the database for child development and learning. Included are a list of interviewees, notes, 13 references, a list of cases, and an appendix describing home schooling in the Appalachia Educational Laboratory's region. (MLH)

ED 296 071 CE 050 163

Youth Programs. Practical Lessons from Research and Program Experience. December 1987.

Brandeis Univ., Waltham, MA. Center for Human Resources.

SPONS. AGENCY- Department of Labor, Washington, D.C.; Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- Dec 87
NOTE- 17p.
AVAILABLE FROM- Center for Human Resources, Heller School, Brandeis University, P.O. Box 9110, Waltham, MA 02254-9110 (Four issues--$25.00 individuals, $50.00 organizations).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Education; *Career Guidance; *Disadvantaged; *Education Work Relationship; Employment Programs; High Risk Persons; Postsecondary Education; *School Business Relationship; Secondary Education; *Youth Employment; *Youth Programs

This issue offers a synthesis of the lessons from work/education partnerships in 21 cities and discussions of a number of leading work/education partnership program models. "Effective Work/Education Partnerships" summarizes lessons of effective partnerships identified during an examination of 21 programs sponsored by the Edna McConnell Clark Foundation. The article highlights important steps that every partnership should take to achieve success and identifies issues that collaborations must address to ensure survival. "Work/Education Partnerships in Three Cities" provides lessons drawn from the experiences of three cities: Boston, Massachusetts; Portland, Oregon; and Richmond, Virginia. The article describes their three distinct strategies for bringing together schools, businesses, job training agencies, and other institutions to help young people make the transition from school to employment or further education. "Career Beginnings: A National School to College Partnership" describes Career Beginnings, a new national program that attempts to offer young men and women a route to either work or college, depending on the needs and capacities of each of the 5,000 students it serves. "From the Bookcase" (Andrew Hahn) reviews recent publications related to youth and youth programs. "CHR Notes" (Erik Butler) summarizes recent activities in which the Center for Human Resources has participated. (YLB)

ED 296 098 CE 050 295

Recycling Materials. The Illinois Plan for Industrial Education.

Illinois State Univ., Normal.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 87
NOTE- 45p.; For related documents, see CE 050 288-298.
AVAILABLE FROM- Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Conservation (Environment); Curriculum Guides; Depleted Resources; Industrial Arts; *Industrial Education; *Industry; Junior High Schools; Learning Activities; Middle Schools; *Pollution; *Recycling; *Solid Wastes; *Technology

This packet is one of the "Exploration" series of curriculum materials developed for junior high and middle school industrial educators. The Exploration Series is intended to help them provide seventh- and eighth-grade students an opportunity to explore a wide range of industrial situations as well as some of the technologies used in the industry. The documents may also serve as a resource for teachers orienting ninth- and tenth-grade students to the industrial technologies of communication, production, energy utilization, and transportation and the impact of industry and technology. This packet is one unit in the area of the impact of industry and technology. It includes a rationale, hints to the teacher, lesson plans for two lessons (objectives, lesson content, and learning activities), student handouts for each lesson, teacher aids for the lessons, a unit examination, and a list of references. The lesson topics are recycling materials and evaluation. (YLB)

ED 296 113　　　　　　　　　　CE 050 391

Messersmith, David; And Others
The 1987 GED Statistical Report.
American Council on Education, Washington, DC. GED Testing Service.

PUB DATE- 87
NOTE- 34p.
AVAILABLE FROM- American Council on Education, GED Testing Service, One Dupont Circle, NW, Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; Comparative Analysis; Educational Certificates; *Equivalency Tests; Foreign Countries; High School Equivalency Programs; *Outcomes of Education; Program Effectiveness; *Student Certification; *Student Characteristics
IDENTIFIERS- Canada; *General Educational Development Tests; United States

During 1987, a total of 758,367 people (3 percent more than in 1986) took the General Educational Development (GED) tests at 3,314 testing locations. Of these, 511,973 earned scores qualifying them for equivalency credit. Thus, approximately 74 percent of the examinees who completed the test battery in 1987 earned scores that were sufficient to qualify for the diploma awarded by their state, territory, or province. Departments or ministries of education in the United States and Canada awarded 472,007 credentials (5 percent more than in 1986) based on the GED test results. The average age of the 1987 examinees was 26.7 years, with nearly 29 percent being 19 or younger and 11 percent being 40 or older. The majority of examinees (724,092) took the English language edition of the test, 31,757 took the Spanish edition, 1,640 took the French edition, and 878 took a special edition (Braille, large-print, or audiocassette). The examinees completed an average of 9.9 years of schooling before leaving high school. Over half the examinees reported that they planned to continue their education and training beyond the high school level. Since 1971, the following states have had the largest increases in the number of GED diplomas awarded: Vermont (45 percent), North Carolina (36 percent), Alaska (35 percent), and Oklahoma (27 percent). (Eight tables and four figures summarizing program results are included.) (MN)

ED 296 127 CE 050 411

Druckman, Daniel, Ed.; Swets, John A., Ed.
Enhancing Human Performance. Issues, Theories, and Techniques.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.
REPORT NO.- ISBN-0-309-03787-5
PUB DATE- 88
NOTE- 306p.
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 (Hardcover--ISBN-0-309-03792-1: $32.50; paperbound: $22.50; 5-24 copies: 15% discount; 25-499 copies: 25% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; *Cognitive Development; Group Dynamics; Influences; Interpersonal Relationship; *Learning Strategies; *Learning Theories; Motor Development; *Performance; *Psychomotor Skills; *Stress Management
IDENTIFIERS- Parapsychology

This report describes the activities, findings, and conclusions of a committee that examined the potential value of techniques proposed to enhance human performance. Chapter 1 provides the context for the study and the Army's interest in enhancing performance, characterizes particular techniques, and introduces general issues in evaluating them. Chapter 2 presents findings about the techniques examined and conclusions about appropriate evaluation procedures. Chapter 3 treats the relevant evaluation issues more systematically and presents the committee's philosophy of evaluation. Chapters 4-8 deal with particular techniques but are organized in terms of more general psychological processes. Each chapter attempts to draw on a broader literature concerning the processes being influenced--learning, motor skills, mental states, stress, and social interactions. Chapter 9 considers parapsychological techniques. The report concludes with six appendixes. They (1) briefly summarize the key elements of each enhancement technique, (2) list the 10 papers commissioned by the committee and their authors, (3) list members and activities of the subcommittees and activities of the committee as a whole, (4) list key terms used in the research on particular techniques, (5) discuss application of scientific research by the military, and (6) contain biographical sketches of committee members. (YLB)

ED 296 155 CE 050 450

Norton, Dianne, Comp.
Education and Older People. Selected Bibliographies on Ageing 2.
Centre for Policy on Ageing, London (England).
PUB DATE- 87
NOTE- 55p.
AVAILABLE FROM- Bailey Brothers and Swinfen, Ltd., Warner House, Folkestone, Kent CT19 6PH, England (4.95 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Education; *Adult Learning; *Aging (Individuals); Annotated Bibliographies; *Educational Opportunities; Foreign Countries; Library Services; *Older Adults; Open Universities; Outreach Programs; Preretirement Education; *Program Content; Retirement

IDENTIFIERS- *United Kingdom

These annotated bibliographies are intended to assist researchers, students, and other practitioners interested in the topic of education and aging. How-to guides, research studies, literature reviews, essays, state-of-the-art reviews, and program descriptions are included. Works are arranged by the following subject areas: general, learning ability in later life, leisure and health, educational provision, outreach provision, the media, reminiscence, libraries, preretirement education, University of the Third Age, and policy for education. An author index and lists of useful addresses, journals, regular newsletters, and abbreviations are included. (MN)

ED 296 198 CG 020 888

Britton, Patti O., Ed.; McGee, Michael, Ed.
Families in Transition.
Planned Parenthood Federation of America, Inc., New York, N.Y.
PUB DATE- 87
NOTE- 25p.; For an accompanying bibliography, see CG 020 889.
AVAILABLE FROM- Planned Parenthood Federation of America, Emphasis Subscriber Service, LINK, Education Dept., 810 Seventh Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Change; *Family Life; *Family Structure; *Stepfamily

This issue of "Emphasis" deals with families in transition, providing some model programs for the new family and some historical perspectives on how families have developed over time. Articles include: (1) "Nostalgia on the Right" (Nancy Theriot); (2) "Heart to Heart" (Nancy Harrington-MacLennan); (3) "The Media Get the Message" (Janet Alyn); (4) "Changing Families, Changing Responses" (Linda Lipton); (5) "Straight Talk" (Debby Goodman and Billeye Medlock); (6) "Anatomy of a Conference" (Pam Quattrini); (7) "Close-Up: Dr. Lee Salk" (Michael McGee); (8) "Creating a Community Voice" (Jennifer S. Shaw); (9) "Stressing the Family" (Lynn Barnhardt); (10) "Stepping In" (Bud Moravetz); (11) "Lograremos" (Lucas Stang); (12) "Talking Trends" (Claudia Wisnefski and Dawn Caballero); and (13) "Home and School: A Healthy Combination" (Dawn Kleinman). (NB)

ED 296 241 CG 020 932

Weiner, Roberta, Ed.

Teen Pregnancy: Impact on the Scools. First Edition.

Capitol Publications Inc., Alexandria. VA. Education Research Group.

REPORT NO.- ISBN-0-937925-03-9

PUB DATE- 87

NOTE- 87p.

AVAILABLE FROM- Capitol Publications, 1101 King St., P.O. Box 1453, Alexandria, VA 22313-2053 ($29.95 each; 10-24 copies, $26.95; 25-49 copies, $23.95; 50 or more copies, $17.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - General (140) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; Case Studies; *Early Parenthood; Pregnancy; *Pregnant Students; *Prevention; School Activities; *School Role; *Secondary Education; Secondary School Students

This special report on the impact of teenage pregnancy on the schools is designed to help school administrators set up or revise teenage pregnancy or parenting programs in their schools. The first chapter analyzes a survey of over 700 school administrators on their attitudes toward the teenage pregnancy problem as pregnant teenagers move into the mainstream of society. The second chapter discusses the school's role in pregnancy prevention, including sex education, life planning, and school-based clinics. The third chapter discusses helping pregnant and parenting teenagers in the schools. Over one-third of the report is devoted to five case studies of successful school-based programs. These programs include a sex education and counseling program, a mini school and continuing education program for pregnant teenagers, an adolescent parenting program, a junior high decision making curriculum program, and a teenage theater program designed to help high school students make responsible decisions about sexuality and other issues. Each case study includes a program summary and list of contact persons. Appendices include a bibliography and a list of organizations which provide information to school districts. (ABL)

ED 296 271 CG 020 963

Sedlacek, William E.; Roper, Larry D.
Student Personnel Professionals in Academic Roles: A Multicultural Example. Research Report #2-88.
Maryland Univ., College Park. Counseling Center.
REPORT NO.- RR-2-80
PUB DATE- Feb 88
NOTE- 15p.
AVAILABLE FROM- University of Maryland, Counseling Center, College Park, MD.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; Higher Education; *Role Perception; *Student Personnel Services; Student Personnel Workers; Teaching (Occupation)

This document examines the relationship between the student affairs and academic functions in higher education and presents three major reasons why student affairs personnel should be involved in academic functions: (1) to contribute to the academic mission and life of the campus; (2) to show that student affairs operates from a body of knowledge which has rigor; and (3) to further contribute to the growth and development of students. Teaching courses is described as one area where student affairs staff directly contribute to the academic mission. While there are many subject areas that could be taught by student affairs personnel, some particularly relevant ones are considered, such as courses dealing with college students, leadership, training, community development, higher education, and finance and administration. This report elaborates and illustrates the role of student affairs personnel in academic functions by discussing the teaching of a course entitled "Education and Racism." It concludes that there are unique contributions that can be made by student affairs personnel that directly affect academic functions which are not being made by others on campus, asserting that an attempt should be made to redefine and develop the academic role for student affairs staff and calling for a future conference on the topic. (Author/NB)

ED 296 285 CS 009 190

Philippi, Jorie W.
BSEP/CSEP Reading Evaluation: A Study of the Effectiveness of the U.S. Army Europe's Basic Skills/Career Skills Job-Specific Reading Program.
PUB DATE- Jun 87
NOTE- 51p.; In: "Self-Evaluation of the HSCP and BSEP/CSEP Contract, 22 September, 1986, through 31 March, 1987," a report to Army Continuing Education Services, U.S. Army Europe. For related document, see CS 009 189.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Reading Programs; *Enlisted Personnel; Functional Literacy; Job Training; Literacy Education; Program Effectiveness; *Program Evaluation; Reading Improvement; Reading Instruction; Reading Materials; Reading Research; Reading Skills; Textbook Evaluation
IDENTIFIERS- *Basic Skills Education Program; Job Related Literacy; Job Related Reading; *United States Army in Europe

To measure the effectiveness of the Basic Skills Education Program (BSEP) reading curriculum--eight reading skill modules employing military job-specific reading materials and used by the U.S. Army in Europe (USAREUR)--and to provide information for improving it, a study examined 183 soldiers from 38 European posts who were enrolled in the BSEP reading program from September 1986 through March 1987. Pretest/posttest measurements were taken, using the Tests of Adult Basic Education (TABE) and General Technical (GT) Predictor Test (a section of the Armed Forces Classification Test). Pre-class and post-class surveys gathered demographic data and other relevant information, including possible reading problems, course expectations, and program and instructor effectiveness. Results indicated that problems with soldiers' job-reading tasks were being addressed by the military job-reading program. Soldiers and teachers judged the curriculum to be both relevant and useful to soldiers' occupational needs, and improvement on reported individual pre/post module tests indicated the effectiveness of curriculum materials in addressing job-reading competencies. (Two figures and 12 tables of data are included, and a sample set of evaluation forms is appended.) (MM)

ED 296 328 CS 211 332

Green, Norma; And Others
Journalists at the Turn of the Century: Chicago Journalists Compared to Their Rural Counterparts.
PUB DATE- Jul 88
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- Blacks; Case Studies; *Comparative Analysis; Females; *Journalism; Media Research; *Newspapers; *Rural Urban Differences
IDENTIFIERS- *Illinois (Chicago); Journalism Research; *Journalists; News Reporters; Twentieth Century History

Reminiscences of reporters and press club histories painted the Chicago journalist, around the turn of the century, as part bohemian and part businessman. A study, in order to fashion a more realistic picture, recounted amd examined descriptive material available about Chicago journalists and then tested the material with census data collected about journalists in Chicago in 1900. It also used earlier collected data to compare some characteristics of Chicago journalists with characteristics of rural editors in 1900. To examine quantitative materials that would support or refute qualitative information, data about the demographic characteristics of Chicago journalists was compiled from the 1900 federal census manuscripts. Results showed that by 1900 staff division of journalistic labor was beginning to emerge. The analysis of census manuscripts for urban journalists in Chicago also indicated that (1) journalists were relatively young and less established in terms of family, children, and property when compared to their rural counterparts; (2) they were more likely to be women and Black than the rural journalist, but it was still an industry dominated by White males; and (3) they were more likely to be foreign born than were rural journalists and the United States population in general. (Two tables of data and 64 notes are included.) (MS)

ED 296 342 CS 211 349

Gaunder, Eleanor Parks

Case Studies of Re-Entering Students in Advanced Composition: Composing Using the Word Processor.

PUB DATE- Mar 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Higher Education; *Nontraditional Students; *Reentry Students; *Revision (Written Composition); *Word Processing; Writing Apprehension; Writing Difficulties; *Writing Improvement; Writing Instruction; Writing Research
IDENTIFIERS- *Advanced Composition

A qualitative study examined the revision of writing on the word processor of two re-entering students in advanced composition in comparison to three traditional-age students. Its purposes were to see whether there was any difference in adaptation to the word processor between the two groups and whether each writer had a consistent revision pattern when composing using the word processor. Twelve composing processes by each student were recorded on videotape and then analyzed by the Bridwell coding scheme. Additional data collection procedures included retrospective interviews about three essays by each student, daily student logs, interviews of the students and of the instructor, and measures of each writer's computer and writing apprehension. Analysis indicated that the amount each student revised varied from essay to essay, that substitution was the main revision operation for all five writers, and that the writers' revision styles were not the same for every composition. The re-entering students revised more than the traditional age students, especially making more multi-sentence revisions. They managed time better than two of the three traditional-age students and had no more apprehension about writing or the use of the word processor; in fact, they learned to use more of the word processor's capabilities. (RAE)

ED 296 356 CS 211 363

Language Arts Curriculum Framework: 9-12.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 87
NOTE- 70p.; For related documents, see CS 506 283 and CS 211 364-368.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Course Objectives; Drama; English (Second Language); English Curriculum; High Schools; Journalism Education; *Language Arts; Public Schools; Secondary School Curriculum; Skill Development; Speech Curriculum; State Curriculum Guides
IDENTIFIERS- *Curriculum Emphases; Tennessee

Developed by a statewide committee of language arts educators in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this curriculum framework contains goals and terminal objectives for language arts courses in grades 9-12. The framework covers the disciplines of standard English, English as a second language (ESL), speech, drama, and journalism. Each section contains a brief description of the curriculum "strands" (divisions of skill areas), followed by a list of objectives for the skill areas at each grade level. Standard English skill areas consist of reading (with comprehension, word identification, reference and study, and literature strands); writing (with handwriting, grammar/mechanics, spelling, and composition strands); and thinking and expression (with thinking and organization, listening and viewing, and oral communication strands). ESL skill areas are listening and speaking (with sound discrimination, linguistic structures, communication, and comprehension strands); reading (with comprehension, word identification, reference and study skills, literature, and thinking strands); writing (with handwriting, grammar/mechanics, spelling, and composition strands); and culture (with a cross cultural issues strand). Strands for the speech skill area are thinking, writing, listening, and speaking; drama strands are writing, performance, reading, and critical viewing and listening. Journalism skill areas consist of communication (with thinking and organizing, interviewing and broadcasting, composition, and mechanics strands) and production (with layout and makeup, business management, organization, and career implications strands). (MM)

ED 296 426 CS 506 279

Jolliffe, Lee
Magazine Freelancing as a Business Enterprise: A Market Systems Approach.
PUB DATE- Jul 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Authors; Business; *Editors; Marketing; Nonfiction; *Periodicals; *Publications; *Writing for Publication
IDENTIFIERS- *Free Lance Market; *Market Systems Approach; Trade Books

Conflicting information has made it necessary to examine the key factors involved in submitting magazine nonfiction for publication in order to provide better insight into the mechanics of magazine acceptance. A preliminary study tested the applicability of the market systems approach from the perspective of the magazine editor. Subjects, 28 editors of major United States magazines, were interviewed and their remarks were coded by content analysis. Thirty trade books on freelance writing were also examined. Findings suggest that (1) existing information on magazine freelancing is unreliable; (2) magazine freelancing is best viewed as a business enterprise; and (3) an appropriate and complete approach to investigations of freelancing is one derived from business research, the market systems approach. (Seven tables of data are included, and 38 references are appended.) (MS)

ED 296 440 EA 020 053

Keefe, James W., Ed.
Profiling and Utilizing Learning Style. NASSP Learning Style Series.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-287-9
PUB DATE- 88
NOTE- 53p.; For a related document in this series, see ED 286 873.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA (Stock No. 2108804; $6.00 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Cognitive Development; *Cognitive Style; *Cognitive Tests; Elementary Secondary Education; *Learning Modalities; *Learning Processes; Learning Strategies; Long Term Memory; Retention (Psychology); Short Term Memory; Study Habits
IDENTIFIERS- *Learning Style Profile (NASSP)

In 1986, the National Association of Secondary School Principals, with the assistance of a national task force, published the NASSP Learning Style Profile (LSP) for diagnosis of the cognitive styles, perceptual response tendencies, and instructional preferences of middle level and senior high school students. This monograph offers a short course in the development, theoretical base, and use of the NASSP Profile. Chapter 1, by James W. Keefe, discusses the theoretical basis for development of the profile and describes the research agenda, the working definitions for a multidimensional view of style, the philosophical consensus of the researchers, and the instrument development process. The 24 independent subscales of the profile reflect four higher-order factors: cognitive skills, perceptual responses, study preferences, and instructional preferences. The chapter concludes with implications for practice and a sample profile. Chapter 2, by Charles A. Letteri, discusses how the four factors and the related subscale measures illuminate the various operations and processes of learning. Learning is divided into six information processing phases, each of which is described in detail: perceptual modality, perceptual memory, filter system, short-term memory, working memory, and long-term memory. Chapter 3, by Barbara Ferrell, explores ways that information from the LSP can be used to focus on the learning of individual students, on classroom groups, or on the whole population of the school. Chapter 4, by John M. Jenkins, outlines steps to take in implementing a learning style approach to effective instruction. (TE)

ED 296 371 CS 211 379

Salwen, Michael B.; Lee, Jung-Sook
Terrorism and the Crash of KAL Flight 858: A Comparison of U.S. and South Korean Newspaper Coverage.
PUB DATE- Jul 88

NOTE- 14p.; Paper presented at the Spring Conference of the Mass Communication Division of the Association for Education in Journalism and Mass Communication (Boston, MA, March 3-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Foreign Countries; *Mass Media Role; Media Research; *Newspapers; News Reporting; *Terrorism
IDENTIFIERS- Agenda Setting; Journalism Research; *Media Coverage; North Korea; Press Responsibility; *South Korea; United States

A case study compared United States and South Korean press coverage of the crash of the November 29, 1987, Korean Air Lines (KAL) flight 858, to examine how the press reported the terrorism angle before evidence supporting the charges of terrorism was uncovered. Stories dealing with the crash reported in four prestigious United States newspapers and two leading South Korean newspapers from November 30 to December 3, 1987, were analyzed. Analysis focused on whether references were made to the terrorism angle. Results (1) did not suggest evidence that the press plays up or sensationalizes terrorist events; (2) showed that neither the South Korean nor the United States press gave much coverage to the terrorist angle until a major event was uncovered suggesting North Korean involvement; (3) suggest that public officials exercised at least a degree of "agenda control"; and (4) suggest that mere allegations or rumors of terrorism alone will not lead the press to report about terrorism in great detail and that some evidence is needed before the press focuses on the terrorism angle. (MS)

ED 296 385 CS 506 209

Williams, Teresa D.

Climbing the Career Ladder: A Retail Model for Women in Public Relations.

PUB DATE- Jul 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Education; *Career Ladders; Career Planning; *Females; Journalism; *Management Development; Models; *Public Relations; *Retailing
IDENTIFIERS- Professional Concerns; Professionalism

After pointing out the problems women face as they try to enter the ranks of corporate management (popular issues for discussion in the business press), this paper argues for better career planning for women in public relations. The paper considers the model of the structured retail career path which has contributed to the rise of women to executive retail positions, and discusses how the field of public relations can learn from the retail occupations and their experiences with feminization. The topic is explored in the paper through a review of textbooks, articles, and industry association publications. The paper concludes that women in public relations rarely have a structured career path to follow and suggests that women in public relations should actively seek their employers' career guidelines and determine whether public relations is considered to be part of the "path to the top." (Four diagrams are included, and 44 references are appended.) (Author/MS)

A Guide for Funding At-Risk Youth Programs with Carl Perkins and Job Training Partnership Act Funds. TEA Division of Program Planning: Dropout Prevention and Recovery.

Texas Education Agency, Austin.; Texas State Dept. of Community Affairs, Austin.

PUB DATE- 87
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Dropout Programs; Dropouts; Educational Legislation; *Federal Aid; Federal Legislation; *Financial Support; Fund Raising; *High Risk Students; *Job Training; Out of School Youth; Postsecondary Education; School Districts; Secondary Education; Youth Programs
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Job Training Partnership Act 1982; Texas

This guide is designed as a practical tool for those who wish to meet the requirements of House Bill 1010 and Texas State Board of Education rules that mandate district dropout programs for at-risk youth. This audience includes school district superintendents, at-risk coordinators, vocational education administrators, private industry council directors, and Education Advisory Subcommittee chairpersons. Section I introduces local contacts who can ease the process of planning and coordinating education and job training funds and programs. Section II offers field-tested ideas for planning a program to serve at-risk youth using Carl Perkins and Job Training Partnership Act (JTPA) funds. Section III answers questions that potential service providers ask most often. Section IV provides a more detailed explanation of the funding, service delivery, and planning systems of the Carl Perkins Act and JTPA. Appendixes include a chart outlining the Perkins Act and JTPA, a chart of eligibility criteria, a discussion of other eligibility issues, and a service delivery area map and contact chart. (YLB)

ED 296 141 CE 050 428

Student Guide...to Using Performance-Based Teacher Education Materials. Third Edition. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-245-7
PUB DATE- 87
NOTE- 21p.; For related modules, see ED 289 964 and CE 050 422-427.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Competence; *Competency Based Education; Course Content; *Course Organization; Independent Study; Learning Activities; *Learning Modules; Postsecondary Education; *Teacher Education; *Teaching Methods; *Vocational Education Teachers

This guide was developed to help preservice or inservice vocational teachers to understand the general nature and use of the National Center for Research in Vocational Education's performance-based teacher education (PBTE) materials. (The PBTE materials are a series of modularized learning packages focusing upon the specific professional competencies needed by vocational teachers; they have been extensively field-tested. Each module provides learning experiences that integrate theory and application, and each culminates with criterion-referenced assessment of the teacher's performance of the specified competency.) The information presented in this guide is organized in a question-and-answer format. The questions are categorized under the following two major headings: questions about PBTE in general, and questions about the National Center's PBTE materials. The final part of the guide consists of a list of PBTE terms. A diagram of the prerequisite competencies for the National Center's PBTE modules also is included. (KC)

Certification in Adult Education. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; *Adult Educators; *Evaluation Criteria; *Evaluation Methods; *Teacher Certification; *Teacher Qualifications

At the same time that it is experiencing rapid growth, the field of adult education is struggling with its own maturation and development as a profession. One of the issues related to the professionalization of the adult education field is that of certification. Those who favor professional certification argue that it is a means to develop the profession because it is a practice that separates individual practitioners who are competent from those who are not. Those who argue against professional certification do so for a wide variety of reasons. Some believe that the certification process is incompatible with the philosophical assumptions underlying the field, whereas others feel that certification might divide an already fragmented field. Areas of discussion related to certification focus on (1) the major proficiencies needed by effective adult education practitioners; (2) the relationship of the proficiencies to performance and program quality; (3) appropriate determination and measurement of the proficiencies; and (4) the purpose of certification. Another controversy surrounds the determination of an appropriate credential and credentialing body. (A 32-item list of print resources and resource organizations is included.) (MN)

ED 296 199 CG 020 889

Modig, Zeau D., Comp.
Families in Transition: A Selected, Annotated Bibliography.
Planned Parenthood Federation of America, Inc., New York, N.Y.
PUB DATE- Mar 87
NOTE- 16p.; For the related issue of "Emphasis," see CG 020 888.
AVAILABLE FROM- Planned Parenthood Federation of America, Emphasis Subscriber Service, LINK, Education Dept., 810 Seventh Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Change; *Divorce; *Family Life; *Family Structure; History; *One Parent Family; *Stepfamily

This bibliography of 54 recent books and articles on various aspects of today's changing families was developed to accompany the "Families in Transition" issue of "Emphasis." It is divided into two major sections. The first section lists items that deal with changing family structures in a general way, or that touch upon a variety of subjects. This section is subdivided into materials dealing with historical aspects of family structure, political and religious views of families, and materials for educators who either teach these subjects or who have students whose lives are touched by these changes. The second section lists items dealing with specific aspects of changing family life, and includes materials on the impact of divorce on families, single-parent families, and blended families created by new marriages or by other means. The bibliography concludes with a resource list of databases, indexing and abstracting services, journals, and organizations for readers wanting further information. (Author/NB)

ED 296 214 CG 020 904

Gollin, Eugene S.; Sharps, Matthew J.

The Encoding and Retrieval of Object Locations by Young and Elderly Adults.

SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- Aug 87
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
GRANT- 1R01-AG05952-01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Cognitive Processes; *Encoding (Psychology); *Memory; *Older Adults; Spatial Ability; Visualization; *Young Adults
IDENTIFIERS- *Retrieval (Memory)

Recent research has demonstrated that spatial memory in young and elderly adults depends upon the context in which items to be remembered are placed. Contexts in which cues to location are distinctive and heterogeneous have been found to be associated with better object location memory for both age groups. In this study, the relative contributions of contextual visual distinctiveness at encoding and at retrieval to this effect were assessed. In an earlier study, contexts were identified that either maximized spacial memory performance (e.g., a room with highly distinctive furnishings) or minimized it (e.g., a schematic black-and-white scale map of that room). Since it has been previously demonstrated that one context (the map) hindered spatial memory while the other (the room) aided performance for both age groups, it was possible to estimate the relative importance of encoding and retrieval for successful recall by comparing results of these conditions. Subjects included 24 young adults and 24 active, healthy elderly adults; there were no significant differences in occupational or educational background of respondents. Conditions at encoding were found to be of greater importance to the spatial memory performance of both age groups than were conditions at retrieval. A second experiment using 12 young and 12 elderly adults demonstrated that respondents of both ages tended to encode object locations more effectively than they did the associations of specific locations with specific stimulus objects. (Author/ABL)

ED 296 228 CG 020 918

Powers, Jane Levine; And Others
Running Away from Home: A Response to Adolescent Maltreatment.
PUB DATE- Mar 88
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (2nd, Alexandria, VA, March 25-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Behavior Problems; *Child Abuse; *Child Neglect; Children; *Family Characteristics; *Homeless People; Identification; Profiles; Psychological Characteristics; *Runaways; Youth Problems

Although research has established a linkage between maltreatment and running away, there have been few in-depth investigations of this phenomenon. This study was conducted to: (1) describe the nature of maltreatment among runaway and homeless youth; (2) provide a profile of their family and demographic characteristics; (3) examine how maltreated runaway and homeless youth differ from the runaway and homeless youth population at large; and (4) present behavioral indicators of adolescent maltreatment to assist with the uncovering of maltreatment among troubled youth. Data were derived from the Statewide Teamwork for Abused Runaways (STAR) project, a federal research and demonstration project designed to strengthen services to runaway and homeless youth and their families. Subjects included 223 abused and neglected youth who sought services from nine runaway and homeless youth programs in New York. A questionnaire on the nature of maltreatment, youth and family characteristics, and the runaway program's experience with child protective services, and the Youth Information Form were completed by project staff when services were terminated. Youth were not directly interviewed with the instruments. The results revealed that, compared to runaways and homeless youth in general, the maltreated sample had a higher percentage of females, and a higher percentage of Black and Hispanic program users. Maltreatment was the primary reason most of the maltreated subjects sought help from the project. The results of the study affirm the importance of identifying maltreatment among runaway and homeless youth. (Thirty-five references are provided.) (NB)

ED 296 257 CG 020 949

Woodard, Peggy G.; Suddick, David E.

An Evaluation of the Success of Counseled Reentry Students with Prior History of Poor Academic Performance.

PUB DATE- Mar 88

NOTE- 12p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Chicago, IL, March 20-23, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; College Students; Comparative Analysis; *Counseling Services; Higher Education; *Reentry Students; School Counseling; *Suspension; Time

There are many causes of poor academic performance among college students and many methods of assisting academic underachievers to improve their academic standing. A study was conducted to compare the rates of ongoing academic success of students who had been academically suspended and who reentered the university less than one year following academic suspension versus those who reentered after more than one year. Data were drawn from one university's records of students (N=111) who were applying for readmission to the university in 1984 through 1986. The data indicated that approximately 66% of readmitted students achieved academic success, but rates of success varied widely by status. Seventy-six percent of students who returned less than one year after suspension succeeded academically. For students who were absent from the university for at least one year, a marked disparity in their rates of ensuing academic success was noted. Students who availed themselves of counseling services had a 63% rate of success compared to 38% for students not seeking the services of the counseling center. (NB)

ED 296 299 CS 009 209

Basic Skills First, 2. Reading Curriculum Guide.

Tennessee State Dept. of Education, Nashville.

PUB DATE- 86
NOTE- 119p.; For other guides in this series, see CS 009 208-215.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Course Content; *Course Objectives; *Grade 2; Grammar; Language Arts; *Learning Activities; Literature; Primary Education; Public Schools; Reading Comprehension; *Reading Instruction; Reading Skills; Research Skills; Skill Development; State Curriculum Guides; Study Skills; Vocabulary Skills
IDENTIFIERS- *Curriculum Emphases; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for second grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the second grade reading mastery test, and a list of second grade vocabulary words are also included. (MM)

ED 296 314 CS 211 304

Jordan, Myron K.
Illegal, Unethical or Just Fattening? A Revisionist Look at the FTC Hearings on Electric Utility Public Relations and Franklin Roosevelt's 1932 Public Power Pledge.

PUB DATE- Jul 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Editorials; Ownership; *Persuasive Discourse; *Political Issues; Presidential Campaigns (United States); Presidents of the United States; *Propaganda; *Public Relations; *Utilities
IDENTIFIERS- *Federal Trade Commission; Political Rhetoric; Power Plants; Roosevelt (Franklin D)

Did President Franklin D. Roosevelt's condemnation of electric utility public relations represent a fair interpretation of the findings of the Federal Trade Commission (FTC) investigation into the electric utility industry as authorized by Senate Resolution 83 in February, 1928, or were Roosevelt's statements simply campaign hyperbole that met the political need for a villain to attack without risk in the anti-business climate of 1932? Roosevelt, drawing upon the FTC hearings, accused the utilities of planting lies and falsehoods in the newspapers--many of which were at least partially owned by the utilities. As the master politician that he was, Roosevelt carefully ignored the fact that the newspapers were willing accomplices, accepting public utility advertising and news releases. Of the eight accusations leveled by the FTC against electric utility public relations, only these four deserve serious reflection: (1) the deluge of news releases; (2) the syndicated editorial clip sheets with undisclosed utility sponsorship; (3) the size and scope of utility advertising; and (4) the combined weight of utility advertising and public relations in comparison to the efforts of public power advocates. Roosevelt's Portland speech denouncing utilities grossly misinterpreted the FTC's findings, and should be considered only campaign rhetoric. It was a master political stroke that diverted attention from the central issues of power generation and distribution to the peripheral question of public relations. (Thirty-nine notes are included and 14 sources are appended.) (RAE)

ED 296 399 CS 506 243

Pratt, Cornelius B.; McLaughlin, Gerald W.
Ethical Inclinations of Future Public Relations Practitioners.
PUB DATE- Jul 88
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Ethics; Factor Analysis; Higher Education; *Moral Values; *Public Relations; Questionnaires; *Student Attitudes; Student Behavior
IDENTIFIERS- Student Self Report; Value Orientations; Values Research

To understand better the ethical inclinations of public relations students, a study examined students' self-reported ethical beliefs and behaviors regarding their college work. In two mid-Atlantic state universities, a questionnaire was administered to communication classes for college juniors and seniors during the winter term 1988, yielding 258 usable responses (70% of the eligible sample). The questionnaire consisted of 26 items in each of three "belief" and two "behavior" situations relating to college work, such as writing term papers, taking tests, and doing homework. Items were measured on five-point response categories ranging from "very unethical" to "not at all unethical," and examined the ethical beliefs of public relations students, their perceptions of the ethical beliefs of most college students, their perceptions of the ethical beliefs of their professors, their self-reported ethical behaviors, and their perceptions of the ethical behaviors of most college students. Factor analysis identified four primary ethical dimensions: (1) traditional behaviors (unethical behaviors among students); (2) normative behaviors (caused when social pressures exert influence on behavior regardless of personal beliefs); (3) collegial-support behaviors (opportunistic behaviors related to the intent to create a supportive environment for involvement in unethical behaviors); and (4) substitution behaviors (for example, taking a test for another student). Results indicated that the students' ethical beliefs were moderately high, but were rated lower than those of their professors and higher than those of their colleagues. (One figure and four tables of data are included, and 61 footnotes are appended.) (MM)

ED 296 412 CS 506 258

Fadely, Dean
A Taxonomy for the Classification of Evidence.
PUB DATE- May 88
NOTE- 27p.; Paper presented at the Meeting of the Rhetoric Society of America (Arlington, TX, May 26-29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advocacy; Classification; *Comparative Analysis; Courts; Debate; *Persuasive Discourse
IDENTIFIERS- Courtroom Procedures; *Evidence; Legal Information; Legal Language; Persuasive Strategies; Rhetorical Effectiveness; Testimony

An understanding of evidence is necessary for effective rhetoric, especially in the sub-area of argumentation. Evidence can be classified according to (1) the argument field in which it is used (court of reason or court of law); (2) the linkage to the assertion being made (direct or circumstantial); and (3) its persuasive force (how convincing it is). In a court of reason, evidence is defined as data external to the rhetor. Evidential input consists of testimony which is channeled in various ways (e.g., from an individual's newspaper, television, or doctor) to ad hoc groups of receivers who must make deliberative judgments. Courts of law define evidence as probative matter legally presented at the trial of an issue. Evidential input is mostly direct evidence channeled through judges to carefully selected groups of receivers who must make either deliberative or forensic judgments. Because of these fundamental differences the same argument which convinces the jurors of a man's innocence in a court of law may be used as evidence of his guilt by a court of reason. (Forty-three footnotes are attached.) (MHC)

ED 296 427 CS 506 283

Language Arts Curriculum Guide: Speech.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 87
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Course Objectives; Learning Activities; Listening Skills; Persuasive Discourse; Secondary Education; Speech Communication; *Speech Curriculum; *Speech Instruction; State Curriculum Guides; Writing Skills
IDENTIFIERS- Tennessee; Thinking Skills

Designed to provide direction and guidance for secondary classroom teachers in planning classroom instruction in speech, this guide is organized into four groupings ("strands"): thinking, writing, listening, and speaking. Each page, in chart form and headed by a statement of goal ("terminal objective"), shows instructional objectives, associated content statements, skills and activities that may be used to enhance the understanding of the terminal objectives, and academic competencies. A page for suggestions is attached. (SR)

ED 296 099 CE 050 296

Exploring Technology and the Future. The Illinois Plan for Industrial Education.

Illinois State Univ., Normal.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 87
NOTE- 32p.; For related documents, see CE 050 288-298.
AVAILABLE FROM- Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Futures (of Society); *Industrial Education; Industry; Junior High Schools; Learning Activities; Lesson Plans; Long Range Planning; Middle Schools; *Prediction; Statewide Planning; Technical Education; *Technological Advancement; *Technological Literacy; Technology; *Urban Areas

This guide is one in the "Exploration" series of curriculum guides intended to assist junior high and middle school industrial educators in helping their students explore diverse industrial situations and technologies used in industry. The lessons provided deal with exploring technology and the future (futurists, forecasting techniques, technology assessment, and example technologies for the near future) and forecasting the city of the future. The guide includes the rationale behind its development, hints to the teacher, lesson plans, student handout masters, teacher aids, a unit examination, and a list of references. The lesson plans include cross-referenced lists of objectives, lesson content, and learning activities. (MN)

ED 296 114 CE 050 392

Peace, Brian, Ed.; Foster, Keith, Ed.
Training Adult Educators. Proceedings of a National Conference (2nd, Wodonga, Victoria, Australia, May 25-28, 1985). The AAAE Monograph Series in Adult and Continuing Education Number Two.
Australian Association of Adult Education.
REPORT NO.- ISBN-0-949145-02-5
PUB DATE- Sep 86
NOTE- 183p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Educators; Case Studies; Community Programs; Educational Practices; Foreign Countries; Human Resources; Labor Force Development; Postsecondary Education; *Staff Development; *Teacher Education; Teacher Improvement; Teacher Qualifications; Teaching Methods; *Tutors
IDENTIFIERS- *Australia

The following papers are included: "Setting the Scene" (Brian Peace); "Different Training for Different Adult Educators?" (Michael Newman); "The Training of Part-Time Teachers in Adult Education: The UK Experience" (Brian Graham); "Adult Education Tutor Support" (Aileen Kelly); "Six Category Intervention Analysis" (Sue Knights); "Competency Analysis for Human Resource Developers" (Adrian Geering); "Managing Change in Adult Education" (Geoff Scott); "Computer-Based Interactive Video" (Brian Baldie); "Interactive Video" (Brian Baldie); "The Development of Tertiary Qualifications for Human Resource Practitioners" (Adrian Geering); "Personnel Development in the Australian Public Service" (Jane Briggs and David Patton); "Staff Development: The Search for an Appropriate Paradigm" (Leonie Jennings); "Staff Development: The Implications of Theories of Adult Development" (Roger Morris); "Workshop: Designing and Running Staff Development Workshops" (Lee Andresen); "Empathy Training" (Colleen Mullavey O'Byrne); "Training for Community-Based Adult Education Administrative Committees" (Elinor Crossing and Robb Mason); "Andragogy" (Mark Tennant); "Sessional Tutors" (Robb Mason); "Tranby Aboriginal College" (Report of Special Interest Group); "Training from Women's Perspectives" (Report of Special Interest Group); "Training Adult Educators" (Mark Tennant); "Encouraging Farmers to Train Other Farmers" (David Stent); "Developing Training Officer Skills in Curriculum Development" (John Maitland); and "The Adult Educator as Administrator" (Gillian Shadwick). A list of conference recommendations and a register of participants complete the document. (MN)

ED 296 156 CE 050 452

Turner, Terilyn C.
Adult Literacy & Technology.
PUB DATE- 30 Jul 88
NOTE- 7p.; Paper presented at the National Conference on Adult Literacy and Technology (2d, Pittsburgh, PA, July 27-31, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Computer Oriented Programs; Computer Software; *Educational Change; Literacy Education; Microcomputers; Problems; Teaching Methods; *Technological Advancement

Technology is changing the way literacy is being taught to adults, and it is also bringing new sets of problems and challenges for adult basic education programs. Some of the problems associated with the new technology include rapid changes in computers, leading to indecision in purchasing and uncertainty in use, and lack of appropriate software for adults. Other problems are not problems of technology but of literacy programs (such as turf fights and differences in philosophy), or lack of a cohesive curriculum. Many new software programs for adults are being designed, so some of the problems may be resolved in the future. The Gannett Foundation has been providing funds that may allow the development of programs in which adults have many options to learn, whether through a computer at a laboratory or in their homes, by telephone or television, or in person with a large group, a small group, or individually with a teacher. (KC)

ED 296 185 CG 020 875

Linsky, Arnold S.; And Others
Social Stress, Smoking Behavior and Mortality from Cancer of the Respiratory System: A Macro-Social Analysis.
New Hampshire Univ., Durham. Family Research Lab.
PUB DATE- Jun 86
NOTE- 26p.; Paper presented at the Annual Meeting of the National Conference on Social Stress Research (2nd, Durham, NH, June 2-3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cancer; Death; *Smoking; *Social Environment; State Surveys; *Stress Variables
IDENTIFIERS- *Mortality Rates

This study investigated the relationship between the stressfulness of each state's social environment, smoking, and mortality rates for respiratory cancer. It was based on a health behavior model which assumed that under conditions of high stress some people fail to exercise normal prudence in either protecting their health or engage in practices inimical to health. Two types of social stress were conceptualized and measured at the state level: one based on life changes requiring adaptation and measured by an index in which negative personal life events in 15 categories were aggregated for each state using macro measures, the second based on the idea of chronic stressful conditions and measured through the Measure of Status Integration. Smoking was measured by tobacco sales and by a survey of percent smoking by state. Both stressful events and stressful conditions were correlated with all indicators of smoking at the state level, 12 of 14 correlations being in the theoretically expected direction. Correlations were enhanced when age, urbanicity, the percentage of blacks, education, and low income were controlled. The data were compatible with a causal model suggesting that socially generated stress in states increases the level of smoking behavior which in turn soon leads to higher death rates for cancer of the respiratory system. Although stress and smoking have been previously linked at the individual level and the smoking/cancer link has long been established, this study appears to be the first to link living in stressful geographic locales with the increased health risk of respiratory cancer. (Author/AA)

ED 296 242 CG 020 934

Stringer, Gayle M.; Rants-Rodriguez, Deanna
So What's It to Me? Sexual Assault Information for Guys: Activity Guide.
King County Rape Relief, Renton, WA.
PUB DATE- 87
NOTE- 78p.; For participant book, see CG 020 935.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; Assertiveness; Dating (Social); Disclosure; *Males; *Prevention; Rape; *Sexual Abuse; Sexual Harassment; Victims of Crime

This document is a group leader activity guide to accompany a sexual assault prevention program focusing on information for male teenagers. Background information, large group activities, comments for small group leaders, extension activities, activity sheets, and transparency masters are included for 15 group activities. These topics are covered in the activities: (1) sex role expectations; (2) assertiveness skills; (3) responding to disrespectful language; (4) sexual harassment; (5) differences between sexual behavior and sexual exploitation; (6) defining sexual assault; (7) evaluating and setting personal limits; (8) the shared responsiblity of saying and hearing "no"; (9) when is it too late to say "no"; (10) hazing of younger teenagers by older teenagers; (11) sexual abuse of young males; (12) paying attention to instincts; (13) telling or not telling about problems; (14) accessing support services; and (15) supporting a friend who has disclosed victimization. The appendix includes a description of an appropriate movie on teenage sexual abuse, a resource list, a bibliography of books for teenagers, three additional scenarios of abuse, and role play suggestions to practice assertiveness. (ABL)

ED 296 272 CG 020 964

Leong, Frederick T. L.; Sedlacek, William E.
Academic and Career Needs of International U.S. College Students. Research Report #17-87.
Maryland Univ., College Park. Counseling Center.
REPORT NO.- RR-17-87
PUB DATE- 87
NOTE- 19p.
AVAILABLE FROM- University of Maryland, Counseling Center, College Park, MD.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; *Career Planning; Cross Cultural Studies; Employment Opportunities; *Foreign Students; Higher Education; *Student Needs; *Undergraduate Students

Over the past few decades there has been a rapid increase in the number of international students coming to study in the United States. While some recent studies have begun to examine the academic and career needs of international students, most of these studies did not directly compare the needs of international students to those of American students. This study was conducted to assess career and academic needs of incoming international students (N=215) and to compare those needs to needs of United States students (N=1,002). Two general patterns emerged from the results. First, international students expressed greater academic and career needs than did American students. Second, the rank-ordering of relative importance of the needs differed between the two groups. Job seeking skills and exploring job opportunities were ranked as relatively more important to American students than they were to international students. International students ranked the need to learn how to prepare a career and the need to see a counselor about career plans as relatively more important than did students from the United States. These findings suggest implications for counseling programs designed to help international students. (Author/NB)

ED 296 286 CS 009 192

Butler, Jocelyn A.
Cooperative Learning: Central Elementary School. Effective Practices in Place: Snapshot No. 7. School Improvement Research Series II.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 88
NOTE- 6p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Classroom Research; Elementary Education; *Experimental Schools; *Laboratory Schools; Music Activities; Music Education; Problem Solving; Program Descriptions; Skill Development; Teaching Methods
IDENTIFIERS- *Cooperative Learning; Snohomish School District 201 WA; Western Washington University

This report examines cooperative learning in the Central Elementary School, a special demonstration school in a cooperative project between the Snohomish, Washington School District and Western Washington State University. After reporting the research findings on cooperative learning approaches identified in "Effective Schooling Practices: A Research Synthesis," the report describes the Central Elementary School and its teacher training in the cooperative learning approach. To illustrate the Central approach, three classroom situations are presented: (1) a sixth grade music lesson; (2) a cooperative learning exercise to practice using pictographs in sentences for a mixed group of first and second graders; and (3) a cooperative learning lesson to increase questioning and problem-solving skills in a class of advanced placement students from grades four, five, and six. (MM)

ED 296 329 CS 211 334

Labunski, Richard

U.S. v. "Providence Journal": The First Amendment and the Constitutionality of Enforcing Unconstitutional Orders.

PUB DATE- Jul 88
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Constitutional Law; Court Judges; Court Litigation; Court Role; Federal Courts; *Freedom of Speech; Legal Problems; *News Media
IDENTIFIERS- Collateral Bar Rule; *Contempt of Court; *First Amendment; Judicial Review; News Reporters; Prior Restraint; Supreme Court; United States v Providence Journal

Serious constitutional problems arise when the contempt power of judges clashes with other compelling interests such as those of the First Amendment. The "collateral bar" rule--which requires that court orders, even those later determined to be unconstitutional, must be complied with until amended or vacated--in effect, calls for journalists either to accept almost certain conviction for contempt, or to obey the order, seek review, and forfeit, temporarily or permanently, the First Amendment rights they seek to exercise. Courts in various jurisdictions have looked at the same history of the collateral bar rule and the First Amendment, and come to different conclusions on how they ought to be balanced, resulting in inconsistency and confusion. United States versus "Privdence Journal" would have provided the first opportunity for the Supreme Court to consider directly the applicability of the collateral bar rule in a case where an unconstitutional prior restraint order had been issued against a news organization. The effectiveness of the courts depends on their ability to have orders obeyed. But if an invalid order prevents the exercise of First Amendment rights, and the appeal cannot be heard before the circumstances require public dissemination, journalists must be able to challenge the order when appealing a contempt conviction. Such a collateral bar challenge shows no more disrespect for the law than an invalid court order restricting freedom of speech and press. (Two hundred thirteen notes are included.) (MS)

ED 296 343 CS 211 350

Cotton, Kathleen
Teaching Composition: Research on Effective Practices. Topical Synthesis No. 2. School Improvement Research Series II.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 88
NOTE- 14p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Instructional Design; *Instructional Effectiveness; Instructional Innovation; *Teacher Effectiveness; Teaching Methods; Writing Improvement; *Writing Instruction; Writing Processes; *Writing Research

A synthesis of research on teaching composition and on effective schooling, this report reviewed 36 documents to present findings on: writing as a process; instructional practices; instructional modes; and teacher training. As the major general finding from the research the report identifies, higher student achievement when the teaching approach emphasizes writing as a process (involving stages of prewriting, drafting, revising, editing, and publication) rather than writing as a product. The report reviews research on the effectiveness of practices used in teaching writing, involving grammar instruction, sentence combining, providing a language-rich environment, teacher and peer evaluation, frequency and amount of writing, sequenced writing, models, writing across the curriculum, and word processing. Three instructional modes were discussed in the report along with their effectiveness: the presentational mode; the natural process mode; and the environmental mode. In general, the composition research reviewed in the report corroborates the general effective schooling research; what works in a general way also works in this specific curricular area. Thirty-nine annotated references conclude the report. (SR)

ED 296 386 CS 506 210

Gaudino, James L.; Harris, Allen C.
A Strategy for Maintaining Public Opinion Support on a Controversial Issue: An Empirical Test of Resistance Theory.
PUB DATE- Jul 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Audience Analysis; Communication Research; Higher Education; Mass Media Effects; *Persuasive Discourse; Presidents of the United States; *Public Opinion; Public Relations; Rhetorical Invention; Student Attitudes; Television Viewing
IDENTIFIERS- Controversial Topics; Defense Expenditures; Innoculation Theory; *Persuasive Strategies; *Presidential Messages; Reagan (Ronald); Wright (James)

To extend the resistance-to-persuasion literature into a context relevant to public relations, a study examined the reactions of 147 Michigan State University students after viewing edited versions of President Ronald Reagan's televised address of February 26, 1986. Reagan's address, concerning his request for public support of an increase in defense spending, was used because it provided a public relations-relevant opportunity to test the hypotheses that both supportive arguments and refutational arguments provide an initial boost in attitudes, and because it involved a controversial issue and a competitive persuasive environment. The message of Congressman Jim Wright was used as the opposing argument because it contained many of the arguments refuted by Reagan's address. Six tapes were created containing the following sequences: (1) supportive, refutational, and counter arguments; (2) refutational and counter arguments; (3) supportive and counter arguments; (4) supportive arguments; (5) refutational arguments; and (6) counter arguments. Students were randomly divided into seven groups (six experimental and one control), with each group viewing a different tape. The introduction and conclusions were maintained in each tape, and cuts were made so that the transitions were smooth. After the viewing session, students completed a questionnaire containing belief items relevant to defense spending. Findings supported the hypotheses that both the supportive argument and refutational argument provide an initial boost in attitudes, and that a combination of supportive arguments and refutational arguments is superior in conferring resistance relative to the refutational argument or supportive argument only. (Five tables of data and 17 footnotes are appended.) (MM)

ED 296 454 EA 020 113

A Statewide Program of Support for Beginning Administrators--The Kentucky Institute for Beginning Principals. A Joint Study.

Appalachia Educational Lab., Charleston, W. Va.; Kentucky Association of School Administrators, Frankfort.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 88p.; Data compiled by Ron Hickey.
CONTRACT- 400-86-0001
AVAILABLE FROM- Publications, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Characteristics; *Administrator Education; Administrator Role; Elementary Secondary Education; *Institutes (Training Programs); Interviews; *Principals; Training Methods; *Workshops
IDENTIFIERS- *Kentucky Institute for Beginning Principals

Kentucky's Institute for Beginning Principals was designed and implemented by a study group sponsored jointly by the Kentucky Association of School Administrators (KASA) and the Appalachia Educational Laboratory (AEL). AEL's study group concept calls for an association to select a topic for study--one of high priority in the state related to school improvement. It next calls for appointing members willing to serve on such a group and to define the scope of their study such that it can be accomplished with limited funds in a reasonable time period (12 to 24 months). This report is a summary of the KASA-AEL study group's work, from the selection of a topic, through the planning stages, to the culmination of their work in the 1987 Institute for Beginning Principals. The research question chosen by the study group was: how can KASA help beginning principals have an effective first year? Identified as the study population were 55 Kentucky principals who had completed their first year of service in 1985-86. The bulk of the report describes and tabulates the results of 34 completed interviews concerning that first year and revolving around these issues: most rewarding experiences; helpful resources; problem areas; major time-consuming and preferred tasks; effective principalship areas; adequacy of preservice preparation; inservice experiences; recommended orientation for the job; and demographic information. Appended are the interview instrument employed by the study group; the codes used for KASA-AEL interviews; tables displaying data on principals' tasks, inservice experience, and demographic characteristics; the institute agenda, participants' list, and handouts; and evaluation results of the institute. (Author/TE)

ED 296 072 CE 050 173

Wells, Donald H.; And Others
Curbing Dropout Rates: An Ecological Model.
PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; *Counseling Services; *Dropout Prevention; Economically Disadvantaged; *High Risk Students; *Immersion Programs; Models; On the Job Training; Rural Areas; Rural Education; Secondary Education; *Summer Programs; Vocational Education
IDENTIFIERS- *Louisiana

An eight-week summer program was conducted to prevent 80 high-risk adolescents from dropping out of high school. The 32 females and 48 males selected for the project were all residents of rural areas of northern Louisiana who had been identified by their public school guidance counselors as being at high risk of dropping out. The program model included three principal components: academic and vocational education and counseling services. Students received instruction in mathematics and language arts as well as 20 hours of on-the-job training per week. Each student thus completed 160 hours of work experience during the program. The program's counseling components consisted of 24-hour personal counseling services provided for the project's duration. All 80 participants registered for the following fall semester and were attending high school classes at the time of the follow-up survey. Statistically significant progress was made by the participants in both mathematics and language arts during the eight-week program, as measured by the California Achievement Test (Level 18). Average gains of 57.2 percent in mathematics computation, 51.6 percent in mathematics concepts, 17.7 percent in reading comprehension, and 44.5 percent in spelling were recorded. On a six-point scale, the participants' overall work behavior was found to increase 3.72. (MN)

ED 296 128 CE 050 412

Abbatt, F. R.; Mejia, A.
Continuing the Education of Health Workers. A Workshop Manual.
World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-154220-9
PUB DATE- 88
NOTE- 196p.
AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210 ($21.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Allied Health Occupations Education; *Instructional Development; *Instructional Systems; *Policy Formation; Postsecondary Education; *Professional Continuing Education; Systems Approach; *Workshops

This book is intended to promote the development of systems of continuing education and describe some of the principles involved in establishing them, at either a national or regional level. The book is designed for workshop organizers, workshop participants, and persons interested in promoting continuing education systems. Resources are provided for a five-day workshop in which participants review the existing provision of continuing education in their countries or areas, identify ways in which this provision could be improved, prepare policy documents, outline programs, and agree on a specific plan of action that would lead to the development of an improved system of continuing education. Part 1 (over 50 percent of the book) provides detailed explanations of the steps entailed in developing a system of education. The individual chapters constituting part 1 deal with definitions, content, and methods; the concept of a system; needs assessment; steps in writing a policy statement; some activities of a system; programme design; organizational structures; implementation; and evaluation. Part 2 covers running a workshop; it includes 12 workshop exercises. Part 3 is a workshop leaders' guide. Appendixes to Part 1 deal with continuing education in Cuba, annual performance assessments, use of questionnaires, task and competence analysis, and preparation of policy statements. (MN)

ED 296 357 CS 211 364

Journalism. Language Arts Curriculum Guide.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 87
NOTE- 192p.; For related document, see CS 211 363.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Career Exploration; Course Content; *Course Objectives; High Schools; *Journalism Education; Language Arts; Layout (Publications); *Learning Activities; Public Schools; Skill Development; State Curriculum Guides; Writing Skills
IDENTIFIERS- *Curriculum Emphases; Organizational Skills; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this journalism curriculum framework contains the goals, concepts, and terminal objectives for journalism courses in grades 9-12. Following an introduction, a description of the framework categories and curriculum guide categories, and a note on guide usage, the guide is divided into the following journalism "strands" (divisions of skill areas): (1) thinking and organizing; (2) interviewing and broadcasting; (3) composition; (4) mechanics; (5) layout and makeup; (6) business management; (7) organization; and (8) career implications. Each page of the guide addresses a strand objective at a particular grade level, and consists of instructional objectives, associated content statements (including academic competencies), and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, blank columns for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and for resources (contingent on the materials available to the teacher) are provided. A form for suggested additions or revisions of the curriculum guide is also included. (MM)

ED 296 372 CS 211 380

Course Outlines for English--Junior High School, Grades 7 and 8.
Burbank Unified School District, Calif.

PUB DATE- Sep 87
NOTE- 463p.; For another document in the series, see CS 211 381.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Course Content; Course Descriptions; Critical Thinking; Curriculum Guides; *English Curriculum; *English Instruction; Grade 7; Grade 8; Junior High Schools; Lesson Plans; *Teacher Developed Materials; Teaching Guides; Writing Processes

Designed for seventh and eighth grade English teachers, this curriculum guide contains (1) a course description; (2) educational goals; (3) teaching perspective; (4) a set of general principles; (5) a list of questions that teachers ask, along with answers; (6) an overview; and (7) directions for writing as a process, higher level thinking skills, how to measure more than recall, speaking and listening, and conventions of the English language. Also included in the guide are core works lesson plans and instructional materials for "A Wrinkle in Time"; "The Lion, the Witch and the Wardrobe"; "The Magic and the Sword"; "The Phantom Tollbooth"; "The Incredible Journey"; "Adventures of Tom Sawyer"; "The Real Me"; "Roll of Thunder, Hear My Cry"; "Treasure Island"; "Twelve Angry Men"; "A Day No Pigs Would Die"; "April Morning"; "Lilies of the Field"; "The Pearl"; "Summer of My German Soldier"; "Diary of Anne Frank"; "Call of the Wild"; "Farewell to Manzanar"; and "Walkabout." A general appendix comprising one-third of the document includes: (1) reading activities; (2) writing activities; (3) a 13-page list for independent reading; (4) book report activities; and (5) study skills activities. (MS)

ED 296 441 EA 020 056

Framework for Action: The Management of Education Cycle Underlying the Management and Finance Plan.

Alberta Dept. of Education, Edmonton.; Alberta School Trustees' Association, Edmonton.

PUB DATE- Jan 88
NOTE- 26p.
AVAILABLE FROM- Executive Director, Alberta School Trustees Association, 12310 105 Avenue, Edmonton, AB, Canada T5N 0Y4 ($20.00 Canadian; includes paper and accompanying videotape).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Non-Print Media (100)
DESCRIPTORS- *Administrator Responsibility; *Educational Administration; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Management Systems; Organizational Communication; Videotape Cassettes
IDENTIFIERS- Alberta

The videotape, "A Framework for Action," outlines the components of the Management of Education Cycle underlying the Management and Finance Plan (MFP) of the Alberta (Canada) system of education. This paper complements the material presented in the videotape by describing the Management of Education Cycle underlying MFP and providing further direction to school boards for using the Management of Education Cycle in their jurisdictions. The cycle comprises six interactive components: (1) strategic planning; (2) developing required policies and programs; (3) operational planning and budgeting; (4) implementing; (5) monitoring, evaluating, auditing, and adjusting; and (6) communicating. Each of these components is first defined, and this definition is followed by an outline and discussion of the responsibility for, and dimensions of, each component, along with its major outcomes. A summary is provided of the primary areas of responsibility and examples of major outcomes of the Management of Education Cycle. (TE)

ED 296 086 CE 050 279

Henderson, F. R.
Use of Tape Recorders and Computers in Literacy Tutoring.
PUB DATE- Jun 88
NOTE- 4p.; Paper presented at the Laubach Literacy Action 1988 Biennial Conference (San Diego, CA, June 22-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Computer Assisted Instruction; Computers; *Courseware; *Literacy Education; Tape Recorders; *Tape Recordings; Teaching Methods; *Tutoring

Tape recorders and computers can be useful in literacy tutoring in three situations. The situations are (1) as an aid in regular tutoring sessions, (2) as a supplement to provide drill and practice, and (3) as a management tool. Samples of these uses include tape recordings of reading assignments for students to take home and study; a computer program that teaches the alphabet, numerals, and the keyboard; and phonics computer programs. Although tape recorders are fairly inexpensive and therefore accessible, computers may only be available in schools, libraries, and so on. Used and new computer hardware can also be purchased. (A list of firms producing educational software is attached.) (YLB)

ED 296 142 CE 050 429

Everett, Donna R.
Competencies for Information Systems Workers.
PUB DATE- 88
NOTE- 253p.; Ed.D. dissertation, University of Houston.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Skills; *Communication Skills; Employment Qualifications; Entrepreneurship; *Information Systems; *Interpersonal Competence; *Job Skills; Office Automation; *Office Occupations Education; Problem Solving

A study examined the knowledge, skills, and attitudes essential for information systems workers. The listing of competencies was developed after an extensive literature review, interviews with educational professionals and persons employed in information occupations, and input from a Developing a Curriculum (DACUM) committee of 16 information systems experts. The questionnaire thus developed was mailed to 1,017 members of the Association of Information Systems Professionals. Responses were obtained from 657 participants (64.6 percent). A second-round questionnaire consisting of 318 competency statements in eight broad skill areas was then completed by 475 (72.3 percent) of the participants from round 1. Both a Delphi analysis and an Analysis of Distinction indicated that all eight broad skill areas were rated as essential competencies for information systems workers. Of the 290 items deemed essential or very important, 213 (73.45 percent) were in the communications, interpersonal, and technological skills categories. The other four skill areas--management, problem-solving, entrepreneurial, and business skills--also accounted for essential competencies for information systems workers. (Appendixes include the two occupational competencies surveys, a demographics datasheet, and a list of respondents by state.) (MN)

ED 296 157   CE 050 455

Berryman, Sue E.
Routes into the Mainstream: Career Choices of Women and Minorities. Occasional Paper No. 124.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 88
NOTE- 15p.
AVAILABLE FROM- National Center Publications, Ohio State University, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. OC124: $2.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Career Choice; *Career Education; *Equal Opportunities (Jobs); *Females; *Minority Groups; Nontraditional Occupations; *Occupational Aspiration; Racial Discrimination; Sex Discrimination

Joint implications from five recent studies on occupational choice indicate that a more in-depth concentration on the occupational consistency or discontinuity of women and minorities will provide direction for future academic discipline and policy for this population. The discipline and policy process is potentially one of the most important areas in research because it begins to raise questions about concepts of occupation. The studies show the extent to which identities seem to organize occupational choice for all individuals. A set of occupations consistent with how these identities are put together seems to be emerging. There seems to be a sense of occupational persistence with upward mobility within the context of tribe, class, or gender. Arguably, two factors--tribal/cultural concept and social class--seem to contribute to the relationship between ethnicity and mathematical performance at each educational stage. Both affect family behavior patterns, which, in turn, powerfully affect children's school performance. Literature indicates that girls' occupational expectations depend on how they expect to allocate their time during adulthood between the labor force and work in the home. Career choices seem to reflect how and when to resolve the conflict between achievement in the labor force and family responsibilities. (YLB)

ED 296 171 CE 050 524

The Role of Vocational Education at the Secondary Level. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- RI-88-062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Education; Basic Skills; *Educational Change; *Educational Objectives; *Educational Trends; Employment Potential; *School Role; Secondary Education; *Secondary School Curriculum; *Vocational Education

Debate continues about the appropriate role for vocational education at the secondary level. The many educational reform reports issued during the early to mid-1980s initiated a reexamination of the role of secondary vocational education. As a result of the reform reports, high school graduation requirements in academic areas have increased, and the amount of time left for vocational education courses has been reduced. The amount and type of vocational courses needed has become an issue, with one faction calling for increased academic requirements for noncollege-bound youth and the other calling for increased job-specific training to prepare noncollege-bound youth for entry into the work force. The increasing numbers of at-risk youth have intensified this debate because secondary vocational education programs can provide an avenue to a productive life for many members of at-risk populations. Proponents who argue that vocational education should focus on general employability believe that specific skill training is best left to employers. Opponents to a focus on general employability training argue that high school may be the only opportunity for many youths to acquire job training. (A 25-item list of print resources and resource organizations is included.) (MN)

ED 296 200 CG 020 890

Newcomer, Susan
Is It O.K. for PPFA to Say "No Way"?
Planned Parenthood Federation of America, Inc., New York, N.Y.
PUB DATE- 86
NOTE- 7p.
AVAILABLE FROM- Planned Parenthood Federation of America, Inc., Education Dept., 810 Seventh Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Contraception; Early Parenthood; Elementary Secondary Education; Pregnancy; *Prevention; *Sex Education; *Sexuality
IDENTIFIERS- *Abstinence

Sexuality educators face a common dilemma in deciding whether it is best that teenagers not have babies, not get pregnant, or not have intercourse. Research findings suggest that sexuality educators and adolescents themselves are divided on the issue. The current political climate suggests that educators should promote abstinence. Some programs concentrate on the negative aspects of intercourse for adolescents, such as pregnancy, premature parenthood, venereal disease, abandonment by the loved one, and loss of self-respect, but do not offer alternatives. Abstinence programs which avoid the mention of contraception reinforce a reluctance to plan, to take responsibility for one's behavior, or to use contraception. Planned Parenthood should teach abstinence from intercourse within the context of sexuality education, not instead of such comprehensive education. Planned Parenthood has always presented abstinence as one contraceptive option, but only one of many options, and has asserted that informed choice is critical. Individuals have the right to have access to information about family planning. Schools, school systems, and states should work to implement the provision of sexuality education for all students, and to assure that contraceptive services are accessible to young people. (NB)

ED 296 258 CG 020 950

The Role of Market Forces in the Delivery of Health Care: Issues for Research.

National Center for Health Services Research and Health Care Technology Assessment (DHHS/PHS), Rockville, MD.
PUB DATE- Apr 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Delivery Systems; *Health Care Costs; *Health Services; Hospitals; Malpractice; Older Adults; Policy; *Research Needs; Rural Population; Technology

This edition of the Role of Market Forces program note suggests empirical and descriptive analyses required to complement new areas of health policy emphasis and direction. Eight areas and related questions involving health economics are outlined: (1) rural health care; (2) medical malpractice and insurance; (3) supply, productivity, and reimbursement of hospitals; (4) health care technology assessment; (5) alternative delivery systems; (6) health care and the elderly; (7) cost and financing issues of acquired immunodeficiency syndrome (AIDS); and (8) consumer-oriented health care. Some questions, such as those concerning uncompensated or indigent care and the role of the physician in a changing health care system, are pertinent to each of the eight areas and are found throughout the program note. Information on application procedures and review are provided as the concluding sections of the program note. Selected references are included for each of the eight areas of health economics. (NB)

ED 296 300 CS 009 210

Basic Skills First, 3. Reading Curriculum Guide.
Tennessee State Dept. of Education, Nashville.

PUB DATE- 86
NOTE- 116p.; For other guides in this series, see CS 009 208-215.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Course Objectives; *Grade 3; Grammar; Language Arts; *Learning Activities; Literature; Primary Education; Public Schools; Reading Comprehension; *Reading Instruction; Reading Skills; Research Skills; Skill Development; State Curriculum Guides; Study Skills; Vocabulary Skills
IDENTIFIERS- *Curriculum Emphases; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for third grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the third grade reading mastery test, and a list of third grade vocabulary words are also included. (MM)

ED 296 413 CS 506 259

Cotton, Kathleen
Peer Tutoring: Lake Washington High School, Benjamin Rush Elementary School. Effective Practices in Place: Snapshot No. 5. School Improvement Research Series II.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 88
NOTE- 8p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Age Teaching; Elementary Secondary Education; Helping Relationship; Peer Influence; Peer Relationship; *Peer Teaching; Remedial Instruction; *Remedial Programs; Remedial Reading; *Tutorial Programs; *Tutoring
IDENTIFIERS- Reading Motivation

Part of the School Improvement Research Series, this report describes two peer tutoring programs, one at the secondary and one at the primary level. The schools where the programs are conducted are both in the Lake Washington School District, across Lake Washington from Seattle. The report first cites Lake Washington High School (Kirkland), where major program features are as follows: elective credit; staffing by subject matter teachers; student selection based on interest and willingness; focus on target classes; tutor-tutee pairs; training for students; mini-lessons; a testing program; "master note takers"; recordkeeping; and planning/coordination activities. The report describes the program based on observation of three peer tutoring classes (the program involves 125 to 150 students) and includes student responses to questions on peer tutoring. At Benjamin Rush Elementary School (Redmond) the second school presented in the report, major features of the cross-age program include a reading room; tutor selection; tutee selection; partners in reading, a motivational reading program on a two-day cycle; use of the tutor's lunch/recess period; training for tutors; recordkeeping; and monthly meetings. A reading specialist's recommendations, a brief description of a tutoring session, and students' comments conclude the report. (SR)

ED 296 428 CS 506 284

Cronin, Mary M.; De Fleur, Melvin L.
Differential Recall in the Diffusion of the News from a Television vs a Newspaper Source.
PUB DATE- Jul 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism ans Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Information Sources; *Interpersonal Communication; *Mass Media Effects; Mass Media Role; *Newspapers; *Recall (Psychology); *Television
IDENTIFIERS- Diffusion of Innovations Research; *News Sources; Rumors

Since large segments of the population receive information about what is happening in society only by word-of-mouth, it is important to know if completeness of the news story individuals retain is in some way dependent on the medium that first released the news. To examine this question a study utilized a strategy developed for the experimental study of rumor. Two parallel versions of a 300-word news story were designed; one was presented to initial subjects in newspaper format, the other as a television news story. Subjects, 84 randomly selected freshman and sophomore students in a private southeastern university who were enrolled in courses in communication, psychology, and sociology, passed the story along orally to others and they in turn reported it to still others. Assessments were made as to the completeness of the accounts at each step in the chains of serial retelling for each condition. Results revealed that the loss of information among chains where initial exposure was to a newspaper account was significantly less than loss in the television condition. Results also showed that the amount of information retained in either condition, however, did not follow a linear pattern and after an initial drop, the amount of information passed on by the subjects leveled off as the story traveled through the chains. (One figure, one table of data, and 19 notes are included.) (MS)

ED 296 100 CE 050 297

Research and Development. The Illinois Plan for Industrial Education.
Illinois State Univ., Normal.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 87
NOTE- 123p.; For related documents, see CE 050 288-298.
AVAILABLE FROM- Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Data Collection; *Design; *Industrial Education; Information Sources; Junior High Schools; Learning Activities; Lesson Plans; *Manufacturing Industry; Middle Schools; *Research and Development; *Research Methodology; Statewide Planning; Technical Education; *Technological Literacy; Technology; Testing

This guide, which is one in the "Exploration" series of curriculum guides intended to assist junior high and middle school industrial educators in helping their students explore diverse industrial situations and technologies used in industry, deals with research and development. The following topics are covered in the individual lessons: product identification and analysis (basic steps in creating a new product, developing a product profile, and assessing company limitations); information collection and research (types of research, steps in conducting a research project, and information sources); procedures for developing a preliminary design; techniques in selecting and refining a design; steps in specifying a design; procedures in building and testing a prototype; and steps in presenting a design for approval. The guide includes the rationale behind its development, hints to the teacher, lesson plans, student handout masters, teacher aids, a unit examination, and a list of references. The lesson plans include cross-referenced lists of objectives, lesson content, and learning activities. (MN)

ED 296 215 CG 020 905

Kuehne, Valerie Shahariw
"Younger Friends/Older Friends:" An Intergenerational Culture.
PUB DATE- Mar 88
NOTE- 30p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Day Care; Friendship; *Group Behavior; *Group Dynamics; *Intergenerational Programs; *Older Adults; *Preschool Children; Preschool Education

This study examined the behaviors of intergenerational group members of an intergenerational program involving seven adult day care clients and seven preschool day care children. Coordinators of the program include a recreational therapist from the adult center and the children's teacher. The 14 "friends" met once a week for an hour. In this study, nine of the group sessions were observed. Findings revealed that the interactions between adults and children were overwhelmingly positive. Interview data supported observations regarding the positive ways in which seven of the group members viewed the group. Printed materials from the organization suggested that "caring" and "life enrichment" were among its priorities. Program coordinators built on the group members' feelings of solidarity by encouraging them, through applause and cheering, and by directing each meeting to minimize conflict and confusion. Two enthusiastic adult group members assisted the coordinators. To the extent that interactions between older adults and young children in society resemble those found in this study, the results may be even more generalizable. (ABL)

ED 296 229 CG 020 919

Murawka, Joyce Ann

Increasing Communication between Students and an Elementary School Guidance Counselor by Providing a Team Approach to School Guidance Services.

PUB DATE- Nov 87
NOTE- 153p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Counselor Client Relationship; *Counselor Teacher Cooperation; Elementary Education; *Elementary School Students; *Interpersonal Communication; *Program Effectiveness; *School Counselors; School Guidance

A program was established to improve communication between students and the guidance counselor at one elementary school where a lack of student-counselor communication had resulted in a lower priority given to guidance services. The goals of the program were to: (1) make students aware of opportunities to meet with the counselor; (2) have teachers send students to the counselor; (3) have at least 30% of the students talk with the counselor alone; (4) encourage at least 30% of the students to work with the counselor in a group meeting; (5) inform students of times when the counselor was talking with their parents about them; (6) talk with students about career choices; (7) consider and respect students' rights to confidentiality; (8) increase students' positive attitudes toward the guidance program; and (9) increase teachers' positive attitudes toward the program. The program incorporated developmental counseling techniques, affective skills, individual and group counseling sessions, and referrals for special needs and services. Teachers received newsletters to facilitate the guidance program's impact on the total school community. The program was successful in increasing communication between children, teachers, and the counselor to effectively meet the needs of the students. Increased communication established a team approach to guidance services, allowing children to become informed about and interested in their affective development. Twenty-eight references are listed, and the appendixes, comprising nearly half the document, include questionnaires and responses for students and teachers, newsletters, and planning documents. (NB)

ED 296 243 CG 020 935

Stringer, Gayle M.; Rants-Rodriguez, Deanna

So What's It to Me? Sexual Assault Information for Guys.

King County Rape Relief, Renton, WA.
PUB DATE- 87
NOTE- 38p.; For leader guide, see CG 020 934.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; Dating (Social); Disclosure; *Males; *Prevention; Rape; *Sexual Abuse; Sexual Harassment; Victims of Crime

This document is a participant booklet used in a sexual assault prevention program focusing on information for male teenagers. These topics are covered in the activities: (1) sex role expectations; (2) assertiveness skills; (3) responding to disrespectful language; (4) sexual harassment; (5) differences between sexual behavior and sexual exploitation; (6) defining sexual assault; (7) evaluating and setting personal limits; (8) the shared responsibility of saying and hearing "no"; (9) when is it too late to say "no"; (10) hazing of younger teenagers by older teenagers; (11) sexual abuse of young males; (12) paying attention to instincts; (13) telling or not telling about problems; (14) accessing support services; and (15) supporting a friend who has disclosed victimization. (ABL)

ED 296 273 CG 020 965

Nieminen, Gayla
Glenbard District 87 In-Touch Task Force Student Survey.
Institute for Educational Research, Glen Ellyn, IL.
PUB DATE- Aug 87
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Age Differences; Drug Use; Family Characteristics; High Schools; *High School Students; School Activities; *Sex Differences; Stress Variables; *Student Attitudes; *Student Problems; *Surveys

During the 1985-1986 and 1986-1987 school years, the In-Touch Task Force of Glenbard High School District 87 developed a questionnaire to survey students on several areas of concern and to assess student willingness to participate in school-based information or intervention programs. The survey consisted of 150 multiple-choice questions and 8 open-ended questions covering the areas of: (1) personal and family characteristics; (2) student worries and concerns; (3) attitudes toward tobacco, alcohol, and drugs; (4) first experience with tobacco, alcohol, and drugs; (5) present use of tobacco, alcohol, and drugs; (6) coping with stress; and (7) interest in school-based information programs. The survey was completed by 5,657 students in four high schools. Responses to all closed-ended questions were analyzed and a random sample of 600 responses to each of the open-ended questions was selected for analysis. This report presents findings from the study in each of the seven areas covered by the survey. Tables are included which illustrate responses to each area by grade level and/or by respondent gender. Student responses to the open-ended questions are summarized. The survey instrument and instructions to students are appended as are total responses to each choice of the multiple-choice questions. (NB)

ED 296 287 CS 009 193

Hayes, David A.
Directing Prose Learning with Analogical Study Guides.
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Educational Research; Higher Education; Learning Processes; *Learning Strategies; *Study Guides
IDENTIFIERS- *Analogies; Analogue Models; *Prose Learning

A study compared the relative effectiveness of analogical study guides, essay writing, and self-generation of questions in learning factual information. The subjects, 31 female undergraduate English education majors at the University of Georgia (who had already demonstrated their competence to complete the experiment), read three pairs of encyclopedia articles, each pair consisting of a passage describing a familiar sport and a passage describing an analogous but unfamiliar sport. The subjects used one of the three study methods being tested to help them learn about one pair of sports at each of three study sessions. The experimental design included a pretest and a recognition test taken three days after completion of the study. Results indicated that performance on test items that had been studied with study guides was superior to performance on other test items. Of the two remaining study methods, essay writing was superior to self-questioning. Implications from this study are that guide materials serve two functions: (1) they focus attention on material to be learned; and (2) they provide practice in tasks resembling final tests. Twenty-seven references are attached.) (MHC)

ED 296 315 CS 211 305

Glasser, Theodore L.; And Others

The Influence of Chain Ownership on News Play: A Case Study of Knight-Ridder Newspapers.

PUB DATE- Jul 88

NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; *Information Sources; *Journalism; Mass Media Effects; Mass Media Role; Media Research; News Media; *Newspapers

IDENTIFIERS- Journalism Research; *Knight Ridder; Newspaper Dynasties; *Newspaper Ownership; News Stories; Wire Services

A truly diverse press not only takes seriously its political role of fostering robust debate but stands committed to its cultural role of providing a distinctively local context for the issues and discussions it reports. However, what contributes to the diminution of press diversity remains a controversial question that continues to attract considerable study and debate. The more particular question of the influence of ownership on the uniformity of news has led to inconclusive research. To take a closer look at this question, a study examined and compared the accounts of Gary Hart's involvement with Donna Rice in: (1) 29 newspapers owned by the Knight-Ridder chain; (2) a matched sample of 29 newspapers that were not owned by Knight-Ridder but that subscribed to the Knight-Ridder news service; and (3) a matched sample of 27 newspapers that were neither owned by Knight-Ridder nor subscribers to the Knight-Ridder news service. Results showed that

Knight-Ridder (owners of the "Miami-Herald" which first broke the story) newspapers as a group gave more and better play to the Gary Hart story, which points to the subtle influence that chains can exert on their member newspapers. The evidence also calls into question a chain's ability to meet the commitment to press diversity and a distinctly local agenda. (Thirty notes, one figure, and two tables of data are included.) (MS)

ED 296 400 CS 506 244

Shapiro, Michael A.
Components of Interest in Television Science Stories.
PUB DATE- Jul 88
NOTE- 48p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988). Project partially funded by the Center for Environmental Communications and Education Studies in the School of Journalism and Mass Communications of the University of Wisconsin.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Audience Response; Higher Education; Interest Research; Mass Media Effects; Media Research; Memory; *Science Education; *Science Interests; *Television
IDENTIFIERS- *Entertainment; Media Coverage; *Relevance (Evaluation)

While a person's "interest" is recognized as important in seeking information about science, few studies have investigated what people mean when they say they are interested in a science story or have investigated the effects of that interest on memory for science information. Two studies tested several hypotheses on two components of interest, relevance and entertainment value, and on the link between interest and memory. In the first study, subjects, 150 undergraduate students at a large midwestern university who received extra credit in journalism courses for their participation, viewed three 90-second "Science Reports for Television," and then were tested on their perceived interest in the specific report. The second study, which used 80 undergraduate students at another university (they received extra credit in a variety of speech and communication courses), was identical to the first except that it added a fourth story and several questions to the questionnaire. Results of the first study indicated that the two components of interest, relevance and entertainment value, predicted most of the variance in self-reports of interest for television science stories. The difficulty and familiarity of the story predicted small or insignificant amounts of variance in interest. Results of the second study found that interest measures predicted a significant amount of variance in memory for only some stories. (Thirteen tables of data are included, and 30 references are listed. Appendixes provide (1) transcripts of a sample report, and (2) a sample of the evaluation questions. (MS)

ED 296 073 CE 050 208

State Vocational and Technical Education Curriculum Centers. State of the Art Report.

National Network for Curriculum Coordination in Vocational and Technical Education.

PUB DATE- May 88
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstracts; Curriculum Development; Curriculum Research; *Curriculum Study Centers; Information Dissemination; Instructional Materials; National Surveys; Organizational Effectiveness; *Organizational Objectives; Postsecondary Education; *Program Content; Program Descriptions; Program Implementation; Resource Materials; Secondary Education; *Statewide Planning; *Technical Education; *Vocational Education

Two studies examined the status of state vocational and technical curriculum centers. The first was a survey of state liaison representatives (with 36 of 57 responding), and the second was a survey of curriculum center directors (with 41 of 68 responding). The majority of the curriculum centers surveyed serve the vocational subject areas that are considered traditional (such as agriculture, business and distributive education, health, home economics, cooperative education, and industrial arts) plus areas of special concern (special needs, sex equity, guidance, and bilingual education). Resource information is available from all of the centers, with eight centers having more than 11,000 titles in their collections. Dissemination of curriculum materials was considered the centers' most important function by those surveyed. Sales of resources are also important, with 25 centers being involved in such sales. All of the centers provide services to the public even though their staff sizes range from 2 to 102, their budgets range from $12,000 to $655,000. and their work space ranges from under 99 to between 20,000 and 20,999 square feet. (The second half of this document contains 44 curriculum center abstracts arranged alphabetically by state. Each abstract includes the following information: center name, director, address, phone number, major functions, subject areas served, staff positions, square footage, collection size, budget range, and use of public relations.) (MN)

ED 296 087 CE 050 280

Belcher, Clifton B.
Working with Business and Industry: Curriculum Implications.
PUB DATE- Jul 88
NOTE- 10p.; Paper presented at the Annual Concurrent Meeting of the National Network for Curriculum Coordination in Vocational and Technical Education (Portland, OR, July 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Vocational Education; Basic Skills; Business Responsibility; *Corporate Support; *Curriculum Development; Employment Projections; Futures (of Society); Industry; *Job Skills; Job Training; *Labor Needs; Postsecondary Education; *School Business Relationship; Secondary Education; *Vocational Education

Primarily, vocational educators should work with business and industry to ensure that the vocational curriculum taught to youth and adults is relevant to consumer, life, and job skills. Trends that have curriculum implications for vocational education are fewer workers, growth in the service sector, constantly changing job skills, a majority of new workers from disadvantaged groups, and increased graduation requirements. Curriculum content and materials must be developed with these trends in mind, and the business and industry community that will hire the potential workers should provide assistance. Concerns regarding the use of business and industry representatives in curriculum development include educators' fear of involving business, industry, and military representatives; reluctance of business and industry to participate; and time consciousness. If business, industry, and military leaders are convinced that their efforts will make a difference in the educational process, they will contribute their time, expertise, and resources. Benefits from involving business and industry are active and effective advisory councils, realistic curriculum content and materials, students trained to do jobs that are needed, effective cooperative education programs, and identification of business and industry training needs. These needs include vocational students with basic skills and customized training. (YLB)

ED 296 115 CE 050 393

Richards, Beverly; And Others
Educational Needs Assessment of Health Occupations Education Teachers. Final Report.
Pennsylvania State Univ., University Park.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Jun 88
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); *Allied Health Occupations Education; *Educational Needs; Postsecondary Education; Secondary Education; *Teacher Attitudes; *Teacher Certification; *Teacher Characteristics; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Pennsylvania

A project was conducted to assess the educational needs and interests of health occupations education teachers in Pennsylvania and to develop a program delivery plan for teachers employed in health occupations. Two questionnaires assessing educational needs, certification or accreditation, and demographic information were developed and mailed to 729 secondary and postsecondary faculty and chairpersons, with a 50 percent return. The study found that teachers are interested in a teacher education program, with the majority interested in professional education and with interest in graduate degrees, teacher certification, and undergraduate degrees following in that order. Course or workshop topics that teachers want offered include issues and trends affecting health occupations, testing and evaluation, teaching methods, curriculum development, computer-assisted instruction, legal aspects of the educational process, technical information, regulatory functions, and counseling techniques. At the secondary level, most teachers have an Instructional I or Instructional II certificate that they received from Temple University, Pennsylvania State University, or the University of Pittsburgh. Not all of the teachers had taken competency exams. At the postsecondary level, the majority of educational programs in which teachers are located are accredited but do not offer articulation or advanced placement to students entering their programs. As a result of the study, recommendations were made for changes in certification and accreditation requirements so that teachers could be given credit for previous education or occupation-related experience to meet the increasing needs of the field. The study instruments are appended. (KC)

ED 296 129 CE 050 413

Special Answers for Special Needs. A Guide to Available Section 310 Resources.

Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education.

PUB DATE- Jul 88

NOTE- 45p.; For previous edition, see ED 271 572.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131)

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Programs; Competency Based Education; *Correctional Education; Daily Living Skills; *Disabilities; Employment Potential; English (Second Language); *Family Programs; Job Training; Literacy Education; Program Administration; Program Evaluation; *Special Programs; Staff Development; Technological Literacy; Volunteers; Writing Instruction

IDENTIFIERS- *310 Project

This guide is intended to make adult educators aware of the materials and products for use with special needs adults that have been developed with funds from Section 310 of the Adult Education Act. The resources have been grouped into the following categories: adult education program management, adults with disabilities, competency-based adult education, corrections education, employability, English as a second language, evaluation, family literacy, life skills, literacy, staff development, teaching writing, technology, and volunteers. Each entry includes an annotation describing the target audience, purpose, content, and length of the resource; an address from which the resource can be ordered; and its cost (if any). (MN)

ED 296 186 CG 020 876

Smith, Christine

Status Discrepancies and Husband-to-Wife Violence.

New Hampshire Univ., Durham. Family Research Lab.
SPONS. AGENCY- New Hampshire Univ., Durham.
PUB DATE- 11 Feb 88
NOTE- 32p.; Paper presented at the Annual Meeting of the Eastern Sociological Society (58th, Philadelphia, PA, March 11-13, 1988).
GRANT- R01MH40027; SES8520232; T32MH15161
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; *Family Violence; Social Exchange Theory; *Socioeconomic Status; *Spouses
IDENTIFIERS- Resource Theory; *Status Discrepancy

Husband-to-wife violence has been the focus of much research and several theories have attempted to explain its occurrence. This study tested exchange theory and resource theory, examining the possibility that not only lower status husbands, but also husbands of higher status, may be influenced toward aggression by status discrepancies with their wives. It is based on data drawn from a cross-sectional national sample of 2,143 American couples in 1976. Questionnaires were completed through interviews with 960 men and 1,183 women. Characteristics measured were husband-to-wife violence, socioeconomic status, status discrepancies between spouses, marital power, status concern, and background variables. The sample had 1,839 couples reporting no violence and 250 couples reporting violence in the past year. The relationship between husband's occupational prestige and husband-to-wife violence was found to vary according to the wife's occupational prestige. When the wife's status was low, she had a relatively high probability of being assaulted regardless of the husband's prestige; and while high prestige wives had a lower risk of abuse overall, the chances of high status wives being victimized increased as their husbands' status decreased. The finding that a husband's prestige was not related to violence when the wife's prestige was low but was negatively related when the wife's prestige was high suggests that the effect of the husband's occupational prestige on violence depends on the wife's prestige. (NB)

ED 296 330 CS 211 336

Indiana Statewide Testing for Educational Progress--ISTEP--Program Manual.
Indiana State Dept. of Education, Indianapolis.
PUB DATE- 88
NOTE- 148p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Educational Testing; Elementary Secondary Education; Language Skills; Mathematics Achievement; Program Descriptions; *Remedial Programs; Scoring; *State Programs; Summer Programs; Test Construction; *Testing Programs; Test Interpretation; Test Manuals; Test Validity
IDENTIFIERS- *Indiana Statewide Testing for Educ Progress; Test Batteries; *Tests of Academic Progress

To assist administrators, teachers, and other school personnel in understanding and implementing the various components of the Indiana Statewide Testing for Educational Progress (ISTEP) program, this manual details the ISTEP program, a broad-based achievement testing plan providing Indiana schools with a means of assessing their overall educational programs. The manual is divided into the following seven chapters: (1) "Overview of Indiana Statewide Testing for Educational Progress (ISTEP)"; (2) "Administering the ISTEP Battery"; (3) "Description of the ISTEP Battery"; (4) "Administrative Aspects of the Statewide Remedial Program"; (5) "Planning ISTEP Remedial Programs"; (6) "The State Achievement Standard: Technical Aspects of ISTEP"; and (7) "Scoring Reports." Appendixes consist of a list of ISTEP material sent to district offices; suggestions for an effective testing environment; sample ISTEP administrative forms; sample waiver form; resource information for planning and implementing ISTEP remedial programs; selected excerpts of Public Law 390, the enabling legislation for ISTEP; ISTEP resource information specific to language arts; ISTEP resource information specific to mathematics; achievement standards memorandum (February 8, 1985); p-values for ISTEP achievement indicators; and ISTEP funding and programmatic requirements. Four tables of data are included. (MM)

ED 296 344 CS 211 351

Norris, Dale
Traditional Teacher/New Wave Student.
PUB DATE- Mar 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College English; Conventional Instruction; English Curriculum; English Instruction; Higher Education; *Literature Appreciation; *Reader Response; *Reader Text Relationship; *Student Attitudes; *Teacher Attitudes; Teacher Background; Teaching Methods
IDENTIFIERS- *Reader Response Criticism

What kind of meaningful learning goes on when an introverted and intuitive traditional professor imparts his knowledge to an extroverted student of the new wave generation? In a project exploring how teaching personalities influence student learning, a traditional professor of literature and a "new wave" (defined as characterized by improvisation and subjective symbolism) female student were interviewed. The traditionalist emphasis is to understand the intentions and achievements of the author. The subject, Professor A, felt responsible for bringing order to the chaos of ideas within the student's mind after earch reading assignment. Judith, Professor A's "new wave" student, was concerned with what the literature meant. The traditional ideology that the teacher knows the "real" meaning of the text--that the student's personal response has little value for the student's learning experience--caused tension to surface with Judith and thus gave direction to the project. David Bleich and others believe that this tension between traditional methodology and the students' desires to share thoughts and feelings can be resolved in favor of reader response centered teaching. A reader-centered course that also stresses theoretical and critical issues about interpretation directs students toward issues of the readability of texts, the influence of culture, history, and gender relations. Teachers of literature can communicate ideas which are valid, as well as passions and interests, without making rigid, narrow-minded demands, and make the literature, whatever literature it is, exciting and relevant for today's students. (RAE)

ED 296 358 CS 211 365

English I. Language Arts Curriculum Guide.
Tennessee State Dept. of Education, Nashville.

PUB DATE- 87
NOTE- 176p.; For related document, see CS 211 363; for other documents in this series, see CS 211 366-368.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Course Objectives; Decoding (Reading); *English Curriculum; Grade 9; Grammar; Junior High Schools; Language Arts; *Learning Activities; Listening Skills; Literature; Public Schools; Reading Comprehension; Reading Instruction; Research Skills; Skill Development; Speech Communication; Spelling Instruction; State Curriculum Guides; Study Skills; Writing Instruction; Writing Skills
IDENTIFIERS- *Curriculum Emphases; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this standard English curriculum guide contains the goals, concepts, and terminal objectives for ninth grade English courses. Following an introduction, a description of the framework categories, curriculum guide categories, and English "strands" (divisions of skill areas), and a note on guide usage, the guide is divided into the following strands: (1) comprehension; (2) word identification; (3) reference and study; (4) literature; (5) handwriting; (6) grammar/mechanics; (7) spelling; (8) composition; (9) thinking and organization; (10) listening and viewing; and (11) oral communication. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements (including academic competencies), and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. A form for suggested additions or revisions of the curriculum guide is also included. (MM)

ED 296 373 CS 211 381

Junior High School English 1 and 2, Grade 9.

Burbank Unified School District, Calif.

PUB DATE- Sep 87
NOTE- 474p.; For another document in the series, see CS 211 380.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Course Content; Course Descriptions; Critical Thinking; Curriculum Guides; *English Curriculum; *English Instruction; Grade 9; Junior High Schools; Lesson Plans; *Teacher Developed Materials; Teaching Guides; Writing Processes

Designed for ninth grade English teachers, this curriculum guide contains (1) a course description; (2) educational goals; (3) teaching perspective; (4) a set of general principles; (5) a list of questions that teachers ask, along with answers; (6) an overview; and (7) directions for writing as a process, higher level thinking skills, how to measure more than recall, speaking and listening, and conventions of the English language. Also included in the guide are core works lesson plans and instructional materials for "Shane"; "A Christmas Carol"; "The Outsiders"; "The Pigman"; "Romeo and Juliet"; "Animal Farm"; "The Good Earth"; "Hiroshima"; "A Midsummer Night's Dream"; and "The Yearling." A general appendix includes: (1) reading activities; (2) writing activities; (3) a 13-page list for independent reading; (4) book report activities; and (5) study skills activities. (MS)

Grunig, James E.; Childers, Linda
Reconstruction of a Situational Theory of Communication: Internal and External Concepts as Identifiers of Publics for AIDS.
PUB DATE- Jul 88
NOTE- 45p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Activism; *Attitude Measures; *Audience Analysis; Audiences; Cognitive Dissonance; *Cognitive Psychology; Cognitive Structures; Communication (Thought Transfer); *Communication Research; Mass Media Effects; Problem Solving; Public Opinion; Social Psychology
IDENTIFIERS- *Communication Behavior; Internality Externality; LISREL Computer Program; Passivity; Situational Analysis; *Situational Theory

A study by James E. Grunig and his students at the University of Maryland tested a refined version of Grunig's situational theory of communication behavior (1968) by surveying the attitudes of the public regarding Acquired Immune Deficiency Syndrome (AIDS). In preparation for the study, 20 years of research conducted by Grunig and his students was reviewed to develop the situational theory of communication behaviors, communication effects, and publics. Three independent variables--problem recognition, level of involvement, and constraint recognition--were separated into two dimensions: internal and external; and two new variables--cognitive breadth and depth--were added to Grunig's theory. All these concepts were integrated into a causal model of the causes and effects of communication behaviors. Results of a questionnaire given to a random sample of 210 Washington, D.C. residents revealed an active, all-issues public and an apathetic public. A causal analysis using the LISREL computer program indicated that: (1) passive communication behavior has a positive relationship to internal problem recognition (suggesting that communications programs aimed at apathetic publics can stimulate active communication by increasing their curiosity); and (2) internal involvement has a positive relationship to external problem recognition (suggesting that self-identity focuses a person on external problems and thereby focuses his or her communication behavior). (Two figures and four tables of data are included, and 70 references are attached.) (MHC)

ED 296 442 EA 020 058

Rowold, Milam C.; And Others
The Educative Function of Teaching: An Emerging Paradigm for the Evaluation of Teaching.

PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Efficiency; Elementary Secondary Education; *Measurement Techniques; *School Effectiveness; *Teacher Effectiveness; *Teacher Evaluation

Perhaps the most crucial education question of the late 1980s involves the assessment and evaluation of teaching quality. To help identify quality of teaching issues, this paper poses three questions: (1) Why have teachers found research-based teaching quality indicators so hollow and unacceptable? (2) What role, if any, can the accumulated results of two decades of teacher effectiveness research play in quality-of-teaching evaluation? and (3) What will be the character of the evaluation trend which will emerge to champion the cause of teaching quality? A major difficulty arises from the misuse of two common terms: efficiency (achieving one's goal with the least resource expenditure) and effectiveness (the degree to which an organization realizes its goals). Several local evaluation instruments appear to measure efficiency rather than effectiveness. Instruments seldom accommodate context, teaching complexity, and the dynamics of teaching and learning. Teacher effectiveness research has succeeded in enlarging a rather sparse definition of teaching. A fuller understanding emerges when teaching is viewed as possessing both structural and functional aspects. Process-product research, however, is concerned only with the structure of teaching (involving classroom management and behavior control aspects). While teachers' mastery of structural competencies is essential, true quality-of-teaching assessment must measure the educational function of teaching and account for the quality of teacher-pupil interactions within a structurally devised environment. This type of assessment involves four principles: linkage of school purpose and teacher decisions, teaching as situation specific, quality teaching as educative, and quality teaching as a reconstructive experience. Included are 17 references. (MLH)

ED 296 455 EA 020 114

Public Opinion about Kentucky School Boards: Results of a Statewide Survey. A Joint Study.

Appalachia Educational Lab., Charleston, W. Va.; Kentucky School Boards Association, Frankfort.; Kentucky Univ., Lexington. Survey Research Center.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 63p.; Portions of Appendix C may be marginally legible.
CONTRACT- 400-86-0001
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Boards of Education; *Elections; Elementary Secondary Education; *Parent Participation; *Public Opinion; *School Support; Surveys
IDENTIFIERS- *Kentucky; *Telephone Surveys

A random telephone survey was conducted in July 1987 as part of a collaborative effort by the Kentucky School Board Association and the Appalachia Educational Laboratory to discover the public's perceptions about the local school board's role. Survey questions, fielded by trained and supervised interviewers, also addressed public opinions about the quality of Kentucky public schools. The survey represents a cross-section of the state, including five main regions (Appalachia, Bluegrass, Northern Kentucky, Louisville and environs, and Western Kentucky). Interviewees included adults from urban and rural areas, either working or not working, representing a wide range of educational experience, and including parents of school aged children as well as those without children in school. Of the 473 respondents, 54 percent were female and 46 percent were male. Most were lifetime Kentucky residents, and two-thirds lived in rural communities or small towns. Findings show that 70 percent of respondents would like local school boards to have more decision-making influence than at present. A full 75 percent said they had never received any information or communication from their school board; the same number depended on the news media for this information. Also, 48 percent said they had voted in the previous fall's board elections. People's reasons for not voting included not being registered, not being interested, not having children in school, or not having enough information. Among those voting, the 25-40 age group had the highest proportion of school-age children, but were not more likely to have voted than other groups. People over 41 were more likely to vote in school elections, tended to express more trust in their local school boards, and gave their schools a higher grade. One conclusion is that increased parental involvement with schools is necessary. Included are four references and appendices containing the survey instrument, responses, and survey results dissemination data. (MLH)

ED 296 101 CE 050 298

Servicing Products. The Illinois Plan for Industrial Education.
Illinois State Univ., Normal.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 87
NOTE- 53p.; For related documents, see CE 050 288-297.
AVAILABLE FROM- Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Appliance Repair; Behavioral Objectives; *Equipment Maintenance; Identification; *Industrial Education; *Industry; Junior High Schools; Learning Activities; Lesson Plans; *Machine Repairers; Measurement Equipment; Middle Schools; Statewide Planning; Technical Education; *Technological Literacy; Technology

This guide, which is one in the "Exploration" series of curriculum guides intended to assist junior high and middle school industrial educators in helping their students explore diverse industrial situations and technologies used in industry, deals with servicing products. Lessons on servicing products and evaluating those in need of repair are provided. Topics covered in the lessons include the basic types of service; reasons for growth in the number of service occupations; elements of industrial service; industrial service processes; basic types of industrial organizations; the attributes of a service organization; and diagnosing, repairing, testing, and completing a work order on a defective product. The guide includes the rationale behind its development, hints to the teacher, lesson plans, student handout masters, teacher aids, a unit examination, and a list of references. The lesson plans include cross-referenced lists of objectives, lesson content, and learning activities. (MN)

ED 296 143 CE 050 430

Jones, Frances

My 10 Favorite ESOL Teaching Games.

PUB DATE- 86

NOTE- 14p.

AVAILABLE FROM- Sun Belt Literacy Bookstore, 1401 SW Topeka Blvd., Topeka, KS 66612.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; Communicative Competence (Languages); Conversational Language Courses; Dialogs (Language); *Educational Games; *English (Second Language); Learning Activities; Oral English; *Pronunciation Instruction; *Second Language Instruction; Speech Communication; *Vocabulary Development

This booklet outlines the instructions for 10 games that have proved to be effective in English for speakers of other languages (ESOL) courses. The games presented are divided into four categories: dialog games, vocabulary games, structure focus, and pronunciation practice. "The Chain Game" calls for students to take turns asking each other questions, always repeating the response given by the previous player before posing the question to the next player. The second dialog game allows students to demonstrate reading comprehension by matching pictures with stories. A vocabulary game called "Is It?" gives students the opportunity to practice a common question-and-answer pattern and simple descriptions. Four structure focus games are described: "Cooperative Sentences" (which teaches sequential sentence order), "What Happened?" (in which students increase reading comprehension by acting out character roles and gain cultural insight as they role-play); "Where Is It?" (designed to increase students' comprehension of prepositions); and "Colored Sentences" (in which students learn the proper placement of modifiers in English sentences). The three pronunciation games--"Hearing and Writing," "Say-Show," and "Vowel Bingo"--allow students to get immediate feedback on their pronunciation accuracy. (MN)

ED 296 158 CE 050 456

Peterson, Michael
Vocational Assessment of Special Students for Vocational Education: A State-of-the-Art Review. Information Series No. 327.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 82p.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN327--$8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Legislation; *Evaluation Criteria; *Evaluation Methods; Program Development; Program Improvement; *Special Education; State of the Art Reviews; *Student Evaluation; Testing Programs; *Vocational Education; *Vocational Evaluation
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Special Needs Students

This review is intended to assist guidance counselors, vocational and special education teachers, administrators, researchers, and vocational education evaluators in making decisions about implementing or improving vocational assessment programs. In the introduction, the legislative mandate for and history of vocational assessment of special students are discussed. The next section deals with the following service trends affecting vocational assessment in education: vocational evaluation in rehabilitation, the school-to-work transition, functional community-based special education, supported employment, and the Carl D. Perkins Vocational Education Act in relation to vocational assessment of special students. Approaches to and the purposes of vocational assessment for vocational education, the theory of environmental adjustment, categories of vocational adjustment information, analysis of vocational programs, and individual vocational profiles and their constructs are covered in an examination of a conceptual framework for decision making in vocational assessment. Criteria for vocational assessment methods and techniques for assessing vocational choice, vocational skills and abilities, learning style and potential, and special needs are explained. Specific procedures for using vocational education are discussed as are the implications of and recommendations for vocational assessment. An individual vocational profile and nine-page reference list are appended. (MN)

ED 296 172 CE 050 525

Edelman, Peter B.; And Others

The State Role in Promoting Youth Employment: Three Perspectives.

Southern Education Foundation, Atlanta, Ga.
PUB DATE- 86
NOTE- 147p.; Prepared by the Task Force on Issues in Education and Employment.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Compliance (Legal); Educational Change; Educational Legislation; *Education Work Relationship; Employment Programs; Equal Education; Federal Legislation; Federal State Relationship; Poverty; Program Content; Program Development; *State Action; *State Programs; *Transitional Programs; Unemployment; Vocational Education; *Youth Employment
IDENTIFIERS- Job Training Partnership Act 1982; North Carolina; South Carolina; State Governors; *United States (South)

These three essays are intended to provide an overview of southern efforts to help increased numbers of young persons make a successful transition from school to work with a future. The first paper, "Smoothing the Path from School to Work: A Promising Venture in Structural Change in a Southern State," by Peter B. Edelman and Myrtis H. Powell, examines the relationship between school reform and the school-to-work transition, placing special emphasis on new South Carolina statewide initiatives in both areas as well as their interrelation. Harvey Pressman's essay, "Equity Advances in Vocational Education in North Carolina," analyzes the role of vocational education as an element in the search for ways of dealing with high unemployment among youth from families living at or below the poverty level. In his paper entitled "Gubernatorial Leadership in Employment and Training: Opportunities in the Job Training Partnership Act," David Mundel discusses the role of governors in making federal employment legislation work effectively against a background of some 20 years of changing federal legislation. (The article by Pressman includes a six-page bibliography.) (MN)

ED 296 201 CG 020 891

Teen Sexuality Today: Bibliography of Selected Resources.

Planned Parenthood Federation of America, Inc., New York, N.Y.
PUB DATE- 86
NOTE- 27p.
AVAILABLE FROM- Planned Parenthood Federation of America, Inc.
Education Dept., 810 Seventh Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Development; *Adolescents; Annotated Bibliographies; Contraception; Health; Interpersonal Communication; Parent Child Relationship; Parents; School Activities; Secondary Education; *Sex Education; *Sexuality

This document presents a selected bibliography of recent books and journal articles relating to adolescent sexuality and reproductive health. The compilation of annotated references is divided into sections which focus on the issues of: (1) Sexuality Education; (2) Contraception; (3) Parenthood; (4) Communication with Parents; (5) Reproductive Health; (6) Sexual Behavior; (7) School-Based Programs; (8) Teenage Life in General; and (9) Male Involvement. Eleven books and 102 journal articles are annotated. (NB)

ED 296 244 CG 020 936

Bateman, Py; Stringer, Gayle M.
Where Do I Start?: A Parents' Guide for Talking to Teens about Acquaintance Rape.
King County Rape Relief, Renton, WA.
REPORT NO.- ISBN-0-8403-3493-1
PUB DATE- 84
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Dating (Social); *Interpersonal Communication; *Parent Child Relationship; Parent Role; Prevention; *Rape; *Sexual Abuse
IDENTIFIERS- *Acquaintance Rape

This is a booklet designed for parents interested in helping their teenage children avoid the possibility of sexual assault. The first section of the booklet provides background on acquaintance rape, discussing attitudes about acquaintance rape, what boys and girls learn about sexual activity, gender different perceptions, and teenagers and peer pressure. The second section discusses open communication between parents and teenagers. A three-step process is described for the discussion between parents and teenagers: (1) the parent or parents together spend time getting ready by exploring family values and the teenager's values; (2) parents make a list of points to be discussed; and (3) parents set up the right circumstances for a good conversation, including a casual atmosphere with privacy. Parental modeling and methods of supporting the teenagers are described. Recommendations on dealing with a teenager if he or she becomes a victim of sexual assault are provided. Resource materials in the areas of sexual assault, sexuality, parent and teenager communication, marital rape, assertiveness, and counseling are listed. (ABL)

ED 296 259 CG 020 951

Women, Violence, and the Law. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (September 16, 1987).
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- 88
NOTE- 191p..

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Battered Women; *Family Violence; Federal Legislation; *Government Role; Hearings; Intervention; *Laws; Legal Problems; *Rape; *Sexual Abuse; State Legislation; Violence
IDENTIFIERS- Congress 100th

This document contains witnesses' testimonies and prepared statement from the Congressional hearing called to examine the issues of violence against women, domestic violence, and the response of the justice system to such violence. In his opening statement, Representative George Miller presents a brief overview of the incidence of violence against women. Witnesses providing testimony include Rana Lee, community education developer for Marin Abused Women Services in Novato, California, and Sheila Martin, both testifying as abused wives and describing their personal experiences with violence and abuse. Scholars and legal experts providing testimony include: (1) Charles Patrick Ewing, associate professor of law and psychology at the State University of New York at Buffalo; (2) Barbara Hart, staff counsel, Pennsylvania Coalition Against Domestic Violence; (3) Elizabeth Holtzman, district attorney, Kings County, New York; (4) Darrell Pope, commanding officer (retired), Sex Crime Unit, Michigan State Police; (5) Alan Sears, legal counsel, Citizens for Decency Through Law, Inc., Scottsdale, Arizona; and (6) Lenore Walker, president and psychologist, Walker & Associates. Prepared statements and supplemental materials submitted for the record are included. (NB)

ED 296 301　　CS 009 211

Basic Skills First, 4. Reading Curriculum Guide.
Tennessee State Dept. of Education, Nashville.

PUB DATE- 86
NOTE- 110p.; For other guides in this series, see CS 009 208-215.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Course Objectives; Elementary Education; *Grade 4; Grammar; Language Arts; *Learning Activities; Literature; Public Schools; Reading Comprehension; *Reading Instruction; Reading Skills; Research Skills; Skill Development; State Curriculum Guides; Study Skills; Vocabulary Skills
IDENTIFIERS- *Curriculum Emphases; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for fourth grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the fourth grade reading mastery test, and a list of fourth grade vocabulary words are also included. (MM)

ED 296 414 CS 506 261

Fadely, Dean
Ahab's Speeches: Bombs or Bombastics? A Rhetorical Criticism.
PUB DATE- May 86
NOTE- 30p.; Paper presented at the Annual Meeting of the Rhetoric Society of America (Arlington, TX, May 29-June 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audiences; *Discourse Analysis; Figurative Language; *Persuasive Discourse; *Rhetorical Criticism
IDENTIFIERS- *Melville (Herman); *Moby Dick

In an attempt to define rhetorical discourse, the paper examines the speeches of Ahab, the main character from Herman Melville's book, "Moby-Dick." The paper first determines if Ahab's speeches actually fall into the category of rhetorical discourse by examining his major speeches, and then ascertains whether his speeches are bombs (successful speeches) or bombastics (unsuccessful speeches--partially synonymous with the term "mere rhetoric" when it is used in a derogatory sense). The examination takes place within the context of the closed system of the novel itself. The paper concludes that (1) an analysis of Ahab's speeches revealed that amidst their metaphorical language there is power; (2) the power is predicated on something more than style and something greater than figurative language; and (3) the power of Ahab's speeches is grounded in their content and developed through the correct usage of numerous rhetorical principles. (MS)

Davenport, Lucinda D.

An Update: 1976 and 1987 Editors' Predictions of Audience Reactions to Videotex and A Comparison: 1987 Audience Reactions and 1976 and 1987 Editors' Predictions.

PUB DATE- Jul 88
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Audience Analysis; *Comparative Analysis; *Editors; Media Research; Prediction; Reading Attitudes; User Satisfaction (Information); *Videotex
IDENTIFIERS- *Electronic Newspapers; Perceived Reality; Reader Preferences; *Readership Analysis

To discover if editors' perceptions of audience opinions had changed and to determine the accuracy of editors' predictions regarding readers' reactions to using videotex, a 1987 study repeated a 1976 survey of Associated Press managing editors, and compared the responses with the original survey results. Surveys were sent to 302 Associated Press managing editors of daily newspapers (with a 48% response rate), and included an explanation about and photograph of videotex. Editors responded to statements about readers' problems in accessing, reading, and finding satisfaction in electronic news delivery. In addition, the survey was uploaded into 117 different areas of CompuServe Information Services, the largest videotex service in the United States. Videotex reader respondents were videotex users in a non-experimental, non-laboratory situation with a variety of interests and reasons for using videotex services. Results suggested that editors have become more negative about audience members' ability to use videotex for news. More editors in 1987 than in 1976 saw videotex as a problem for readers to use, and all of the items were perceived as problems by more editors than readers. Results showed that editors in 1976 were more accurate than current editors at perceiving audience reactions to videotex. In general, videotex was not a problem for readers. (Two tables of data are included, and 31 references are appended.) (MM)

ED 296 216 CG 020 906

Smith, Gregory C.; Nehrke, Milton F.
Staff-Resident Perceptual Differences in Long-Term Care Settings.
PUB DATE- 21 Nov 87
NOTE- 20p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (40th, Washington, DC, November 18-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employee Attitudes; *Institutional Environment; *Institutionalized Persons; Institutional Personnel; *Nursing Homes; *Older Adults; *Perception; Physical Environment; Research Needs; Social Environment; Work Environment
IDENTIFIERS- *Incongruence (Psychology)

Staff and residents of settings for the aged often hold substantially different views of their shared environment, and the literature suggests that these perceptual discrepancies transcend such factors as degree of institutional totality, quality of care, and differences in personal characteristics among staff and residents. Despite the pervasiveness of staff-resident perceptual discrepancies, there has been virtually no effort toward understanding either their theoretical or applied significance. From a review of the literature on staff-resident perceptual discrepancies in long-term care settings several conclusions emerge. First, it appears evident that status as either staff or resident is more predictive of environmental perceptions than are other relevant personal characteristics, except for, perhaps, age of residents. Secondly, staff-resident perceptual discrepancies appear to become more pronounced as one shifts from concrete dimensions, such as the physical or organizational characteristics of environments, to more abstract dimensions such as emotionality or degree of resident control. There is also a dearth of information regarding the consequences and behavioral correlates of staff-resident perceptual discrepancies. Finally, the bulk of the research in this area has been descriptive and atheoretical in nature. Further understanding of the implications of this perceptual incongruence will be restricted until adequate theoretical models are developed. (ABL)

ED 296 230 CG 020 920

Franklin, Ruth H.

Stimulating Healthy Aging with a Model Nurse-Managed Free Clinic in a Senior Center.

PUB DATE- 22 Mar 88

NOTE- 8p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Clinics; *Health Promotion; Health Services; *Individual Needs; *Nurses; *Older Adults; *Outreach Programs; *Preventive Medicine; Program Implementation

As part of a Geriatric Education and Health Management program, a model nurse-managed free clinic has been established at an urban senior center by faculty and students of the University of New Mexico College of Nursing. Funded by a 3-year grant from the Department of Health and Human Services, the weekly clinic is based on Orem's self-care theory with the goals of promoting and maintaining health and preventing illness and its complications. Planning for the clinic was done conjointly with the New Mexico State Agency on Aging, the Albuquerque Office of Senior Affairs, and the University of New Mexico School of Medicine and College of Pharmacy, representatives of which serve on a professional advisory board and are available for consultation. The clinic provides individualized assessment and monitoring through collaborative planning, intervention, self-concept enhancement, and referral to community resources. Health promotion is ongoing in weekly group activities, a Growing Healthier support group, and Health Topic Seminars. This community nursing outreach activity fills an important need of the burgeoning population of underserved, socially isolated, culturally diverse, disadvantaged elderly--the need for accessible preventive health care emphasizing psychosocial and environmental interventions. (Author)

ED 296 288 CS 009 194

Sammon, Susan F.

A Correlation Study: The New Jersey College Basic Skills Placement Test and Degrees of Reading Power Test.

PUB DATE- May 88

NOTE- 52p.; Master's Thesis, William Paterson College.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; *Comparative Testing; Correlation; *Educational Testing; Higher Education; Reading Comprehension; *Reading Tests; Remedial Reading; *Student Placement; *Test Reliability; Test Theory

IDENTIFIERS- *Degrees of Reading Power; *New Jersey College Basic Skills Placement Test; Placement Tests; Whole Language Approach

A study investigated whether a positive correlation existed between scores obtained by incoming freshman on the recently developed Degrees of Reading Power Test (DRP) and the required Reading Comprehension subtest of the New Jersey College Basic Skills Placement Test (NJCBSPT). The subjects, 217 William Paterson College freshman enrolled in a lower level developmental reading course and 91 enrolled in a higher level course, were pretested with the NJCBSPT in the summer of 1987 before course enrollment. Placement in developmental reading courses was made based on scores obtained with this test. Pretesting with the DRP took place the first week of class and posttests were conducted at the end of the semester. Results indicated that the new test, DRP, does correlate positively with the current state test, NJCBSPT, in its present format. For this sample, sex was a factor on the DRP, with males significantly outperforming females across levels. Students who completed a basic skills course which emphasized comprehension strategies taught through the reading of a variety of whole texts (content area selections, news stories, and novels) made significant gains as measured by comprehension tests such as DRP and NJCBSPT. The direct-instruction-via-whole-language-materials model appears to be effective. (RS)

ED 296 316   CS 211 312

Padellford, Phillip M.; Choi, Seong W.
Inquiry into the Demand for Visual Journalism Skills.
PUB DATE- Jul 88
NOTE- 46p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Editors; *Employment Qualifications; *Graphic Arts; Higher Education; Job Skills; *Journalism; Journalism Education; Media Research; *Newspapers; Photography; Promotion (Occupational); Surveys
IDENTIFIERS- Journalism Research; *Visual Journalism

Assessing the demand for journalists educated and trained in graphics and photography, a study surveyed 172 editors and managing editors of newspapers ranging in circulation from less than 5,000 to more than 50,000. Surveys were administered to a stratified random sample of 420 newspaper editors in July 1986, with a 41% overall response rate. Questions addressed four areas: (1) visual journalism skills and understandings which editors need to perform well in their current staff positions; (2) visual journalism knowledge currently expected of entry-level journalists; (3) importance of visual journalism knowledge and skills for editors to enhance their careers; and (4) development of a working definition of visual journalism. Findings indicated that editors were largely responsible for the visual appearances of their newspapers. Also, entry-level journalists were expected to have some knowledge of graphics and photo editing principles, and editors agreed that having an understanding of and actual skills in graphics and photography were more important for career advancement than for getting a job in the first place. (Six tables of data are included, and copies of the survey cover letter, the visual journalism survey, a chart of the circulation of United States dailies, the "Graphics '83" brochure, and 19 footnotes are appended.) (MM)

ED 296 374 CS 211 387

Long, Maxine M.
Teaching Writing to Learning Disabled Students: A Pilot Study.

PUB DATE- Jul 88
NOTE- 25p.; Report prepared for the President of Genesee Community College.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College English; Higher Education; *Learning Disabilities; Student Attitudes; Teacher Student Relationship; Teaching Methods; Team Teaching; Word Processing; *Writing Instruction
IDENTIFIERS- Genesee Community College NY

A pilot study examined the influence of team teaching, the use of computers, conferencing, and one-to-one immediate feedback on the development of writing skills of learning disabled students at Genesee Community College. Twelve students identified as learning disabled (LD) and who demonstrated great difficulty in introductory English classes were enrolled in a separate, team-taught section of the second semester English class and provided with computers, tutors, and a professional consultant. These students followed the normal second semester English curriculum, and their writing abilities were measured against the components of fluency, content, conventions, syntax, and vocabulary with pre- and posttest writing samples. Results indicated that fluency, syntax, content, and spelling improved, and 83% of the students passed the course. A dramatic improvement was noted in self-image and self-motivation and was attributed to either the use of word processors or individual instruction. The students also seemed to gain a considerable measure of independence and control over their writing. Findings suggest that the creation of a special English section for LD students was helpful to the students involved. (Six tables of data and 10 references are appended.) (RS)

ED 296 401 CS 506 245

Smith, Conrad; Becker, Lee B.
Television Reporters and Producers as Journalists.

PUB DATE- Jul 88
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Broadcast Industry; Comparative Analysis; *News Media; *News Reporting; Popular Culture; *Television; Television Research
IDENTIFIERS- Broadcast Journalism; Electronic News Gathering; Journalists; *News Producers; *News Reporters; Television News

According to a new myth in the television broadcasting industry, the producer has become the representative of the show business side of news production, while the reporter has remained the protector of the more noble goals of journalism in the television newsroom. To explore the dimensions of this myth, a study examined data, available from a national sample of television reporters and news producers, to determine the differences between these two groups of broadcast journalists in terms of professional training, motivations for pursuing careers in broadcast journalism, their career plans, and the manner in which they would handle a hypothetical news decision. Subjects, 512 reporters (out of a sample of 793) and 126 producers (out of a sample of 199), randomly selected, were asked about their attitudes towards television news and for demographic information. Results showed that producers were less critical than reporters of their stations' newscasts and that producers were also likely to have pursued television news careers for more pragmatic and less idealistic reasons than reporters. However, there was little evidence that reporters are fighting for the journalistic integrity of television news against producers who are interested only in the show-business aspects of television. (Thirty-eight notes and six tables of data are included.) (MS)

ED 296 074 CE 050 213

Banks, John
Assessment & Certification: Issues Arising in the Pilot Projects: Working Document. European Community Action Programme. Transition of Young People from Education to Adult and Working Life.
IFAPLAN, Brussels (Belgium). Programme Information Office.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
REPORT NO.- 12WD86EN
PUB DATE- Jul 86
NOTE- 40p.; For other reports in this series, see CE 050 115 and CE 050 214-219.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Case Studies; Demonstration Programs; Developed Nations; *Educational Certificates; Educationally Disadvantaged; *Education Work Relationship; Foreign Countries; Secondary Education; *Student Certification; *Student Evaluation; Vocational Education; Youth Programs
IDENTIFIERS- European Community; Ireland; United Kingdom

This report focuses on programs for the transition from education to adult and working life in Ireland and the United Kingdom that are actively concerned with development of new forms of assessment and certification of students' work in schools. Part 1 reviews the central issues with which the British and Irish pilot projects are concerned. The three issues are fundamental and general and should be of significance for other countries. They are (1) meeting of the assessment/certification needs of lower-attaining pupils, (2) certification and assessment of a greater variety of achievements of students of all abilities, and (3) recognition of new certificates and forms of assessment. Part 2 describes the Manchester pilot project's assessment work, because it provides an example of answers to questions raised in Part 1. Sample forms are provided. An appendix provides short profiles on the eight pilot projects mentioned in the report. These profiles include a contact person's name and address, target group, objective, and list of activities. (YLB)

ED 296 088 CE 050 281

Technology: A Global Influence. Conference Proceedings. Annual Conference of the National Association of Industrial Technology (19th, Normal, Illinois, October 8, 1986).

National Association of Industrial Technology, Ypsilanti, MI.

PUB DATE- 8 Oct 86
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Business Administration; Construction (Process); Construction Materials; Curriculum Development; Drafting; Educational Improvement; Energy Conservation; Engines; *Futures (of Society); Industrial Arts; *Industrial Education; *Manufacturing; Organizational Development; Postsecondary Education; Secondary Education; Staff Development; *Technological Advancement; *Technology; *Trade and Industrial Education
IDENTIFIERS- *Computer Assisted Design

Abstracts of the following 52 papers are included in this document: "Development of a Computer-Automated Mechanical Testing System" (Aman); "Bringing Industry High-Tech into the School Curriculum" (Andrews); "Fostering Excellence in Industrial Technology Faculty and Programs" (Bensen); "World Markets and Industrial Technology" (Carlson); "Applied Technical Research" (Cheng et al.); "Industrial Safety" (Colling); "Technical Art for Industry" (Dye); "Improving on Work Standards in Construction" (Egger); "A Partnership between Industry and the University" (Leeper, Eversoll); "New Material Trends in Construction" (Lovata, Fahmy); "Non-Destructive Evaluation of Industrial Products" (Fahmy); "Automatic Identification" (Fales, Little); "FMS Effect on IT Core Courses" (Fillman); "Solar Energy Research at ISU" (Francis); "Mobile Computers" (Fryda); "Configuring a Data Acquisition, Control and Networking System for Factory Automation" (Gedeon); "Strategies for Change" (Grannis); "Technological Education and National Development in Zimbabwe" (Hatch); "Foreign Manufacturers Are Causing Turmoil for American Buyers" (Herendeen); "Social Impact of Technological Change" (Holloway); "Basic Supervisory Training" (Horton); "Just-in-Time Production System" (Izadi); "Statistical Process Control" (Jawahar); "Automatic Communications between 'Intelligent' Machines" (Jellema); "Energy Management Control Systems" (Kale); "CAD Systems for Smaller Schools/Industries" (Koie); "The Global Influence" (Kruppa); "Color Imaging Technology" (Liedtke); "The Illinois Plan for Industrial Education" (Loepp); "Graduate Education in Industrial Technology" (McLuckie, Sutton); "A User versus a Doer" (Mackey, Sterzik); "Planning for Mid-Volume, Mid-Variety Parts Production" (Maleki); "United States Technology Transfer" (Markert); "Just-in-Time Manufacturing" (Meyers); "Statistical Process Control" (Miller, Schmitz); "Earth Sheltered Residential Construction" (Perreault); "Applied Composite Technology in the Aircraft Industry" (Riley); "Geometric Dimensioning and Tolerancing" (Routh); "Artificial Intelligence" (Roy, Sutton); "Information Online for Technology Education" (Schack); "Energy Literacy" (Singletary); "Managing Industrial Technology Programs in a Multi-Purpose Academic Unit" (Streichler); "Microcomputer Graphics Animation" (Tolu-Honary); "Robotics and the Future of Manufacturing" (Trivedi); "Implementing Japanese Soft Technology in the IT Curriculum" (Vail); "Port Fuel Injected Turbo-Charged Engines" (Weathers); "The Implication of the Construction Industry Cost Effectiveness Project Report" (Weeks); "Expert Systems in Industrial Operations Management" (Weerasekera); "Team Building Technology" (White); "Integrated Technologies" (Winchip); "CAD Education Utilizing the Macintosh Computer" (Wood); and "Upgrading Technical Competency by Shadowing" (Yung). (KC)

ED 296 130 CE 050 414

Vocational and Technical Education. Abridged Version of the Indiana State Plan for Vocational/Technical Education Fiscal Year 1988.

Indiana State Commission on Vocational and Technical Education, Indianapolis.

PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Career Counseling; Career Guidance; Curriculum Development; Delivery Systems; Educational Cooperation; *Educational Objectives; Educational Opportunities; Equal Education; Financial Support; *Futures (of Society); Marketing; Outreach Programs; *Program Improvement; Public Relations; Resource Allocation; *Statewide Planning; Student Recruitment; *Technical Education; Technological Literacy; *Vocational Education
IDENTIFIERS- *Indiana

The Indiana Commission on Vocational and Technical Education consists of 11 Indiana citizens appointed by the governor. The commission makes recommendations to the state's budget committee concerning the appropriation of state funds and the allocation of federal funds for vocational education. The commission has identified eight statewide thrusts for vocational and technical education in Indiana through 1991: the creation of broader and more effective partnerships for improving education; a stronger vocational curriculum, including math, science, and language arts; preparation of students for an ever-changing technological society; increased vocational education opportunities for populations that are currently unserved and underserved; improved coordination of the vocational and technical delivery system to accomplish long- and short-term goals; a statewide public awareness program to promote the opportunities available in vocational and technical education; sufficient funding to meet the continual need for upgrading of teachers, changing technologies, and equipment update; and improvement, expansion, and extension of career guidance and counseling programs to meet the career development, vocational education, and employment needs of vocational and technical education students. (The fiscal 1988 budget table for the state plan is also included.) (MN)

ED 296 187 CG 020 877

Kantor, Glenda Kaufman; Straus, Murray A.
Substance Abuse as a Precipitant of Family Violence Victimization.
New Hampshire Univ., Durham. Family Research Lab.
PUB DATE- Oct 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Society of Criminology (Atlanta, GA, October 29-Nov 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; *Drinking; *Drug Use; Family Income; *Family Violence; *Predictor Variables; *Substance Abuse; Unemployment
This study examined assaults on wives by their husbands in an attempt to provide information on the intoxication-victimization theory, a theory that posits intoxication as a condition which increases the probability of victimization. Data were obtained by telephone interviews in 1985 with a national probability sample of 6,002 households. The wife abuse data came from wives' reports in 3,665 households containing a currently married or cohabiting couple. Survey questions measured drunkenness and drug abuse, violence, and approval of violence. The sample was classified into three groups: non-abused wives, women who experienced minor violence at the hands of their partner, and women who were the victims of severe assaults by their partner. Discriminant analysis was used to determine the extent to which these groups could be differentiated on the basis of 11 variables: (1) wife's drug use; (2) wife's drunkenness; (3) husband's drug use; (4) husband's drunkenness; (5) low income; (6) violence by victim's parents; (7) housewife status; (8) husband's unemployment; (9) pregnancy; (10) violence norms; and (11) number of children. The results revealed that, relative to other factors examined, husband's drug use was the most important predictor of wife abuse, and husband's drunkenness was second in importance. Women who drank heavily or used other drugs had a higher risk of being victims of wife abuse than did other women. Other important factors were low income, unemployment, and attitudes which tolerate violence. (NB)

ED 296 202 CG 020 892

Gideonse, Sarah

Determinants of Youth's Successful Entry into Adulthood.

William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- Apr 88
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adjustment (to Environment); *Adolescent Development; *Adolescents; Developmental Tasks; Individual Development; *Nature Nurture Controversy; *Prevention; Theories; *Youth Problems

This document discusses whether young people with difficulty entering adulthood can be helped, or if accumulated effects of various adversitites have caused irremediable damage. First the developmental tasks that adolescents need to accomplish before they can take on adult roles are described. Next, two well-known explanations for youths' failure to accomplish these tasks are presented. The first explanation discussed assumes that individual defects, thought to result from flaws in genetic make-up, upbringing, or character, prevent young people from functioning within acceptable norms. The second explanation presented blames youths' problems on environmental flaws beyond the control of the family and developing child. It is noted that proponents of this explanation tend to be optimistic about young people's capacity to change in response to changes in the environment. A research review is presented which analyzes evidence about the capacity of young people in trouble to change course and about contextual attributes that promote and hinder accomplishment of developmental tasks. The discussion concludes that no one factor alone accounts for the difficulties many youths have in taking on adult roles. Common characteristics of circumstances shown to promote positive changes in young people are listed. Two commentaries on the document are included. (ABL)

ED 296 274 CS 009 007

Radecki, Kay K.
An Annotated Bibliography of the Literature Examining the Importance of Adults Reading Aloud to Children.
PUB DATE- 87
NOTE- 67p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adults; Elementary Education; Parent Attitudes; *Parent Child Relationship; *Reading Aloud to Others; Reading Interests; *Reading Readiness; *Reading Research; Teacher Attitudes; Theory Practice Relationship; *Young Children
IDENTIFIERS- Durkin (Dolores)

Intended to document the change in attitudes toward adults (parents and teachers) reading aloud to children since the late 1950s and to determine if the practice is strongly correlated to early fluency for young readers, this annotated bibliography also provides a research review, makes recommendations for reading aloud to children, and lists additional references. Titles of the chapters in the bibliography are as follows: (1) "Statement of the Problem"; (2) "Purpose of the Study"; (3) "Organization of the Study"; (4) "Limitations of the Study"; (5) "Definition of Terms"; (6) "Search for an Answer: The Early Studies"; (7) "Discovery: Durkin and Clark"; (8) "Replication and Validation"; (9) "Extension and Explanation"; (10) "Application: In School"; (11) "Application: At Home"; (12) "Application: Preschool and Afterschool"; (13) "Application: Repetition"; (14) "The Affective Domain"; (15) "Summary"; (16) "Conclusions"; and (17) "Recommendations." Fifty-eight references and background information on the author conclude the bibliography. (SKC)

ED 296 331 CS 211 337

Bergen, Lori

Conceptions, Characteristics and Content: How Journalists' Role Conceptions and the Characteristics of Media Organizations Influence the News.

PUB DATE- Jul 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Discriminant Analysis; *Journalism; News Media; Occupational Information; Press Opinion; *Role Perception; *Work Attitudes
IDENTIFIERS- Journalistic Style; *Journalists; *News Stories; Organizational Frames; Role Bias

To examine how media content is influenced by journalists' role concepts and organizational characteristics, a study used data which was originally gathered from telephone interviews with 1,001 American journalists conducted between December 1982 and February 1983, and which served as the basis for "The American Journalist: A Portrait of U.S. News People and Their Work" by David H. Weaver and G. Cleveland Wilhoit. The content variable was determined by a content analysis of journalists' responses to several open-ended questions about a story that represented some of their "best work" from the previous year, employing Weaver and Wilhoit's content categories--disseminator, interpretive, and adversarial. Discriminant analysis was used to examine the variables of media type, organizational characteristics, journalists' role orientation, and individual characteristics which could predict membership in the content groups. Analysis revealed that organizational characteristics had a stronger influence in shaping the content produced than did journalists' conceptions of their own role, although other individual characteristics of journalists were also significant in discriminating among content categories. Organizational characteristics--especially the type of media organizations where journalists work and the size of those organizations--were strong predictors of content category. (Five tables of data are included and nine references are appended.) (MM)

ED 296 345 CS 211 352

Prescott, Barbara L.

The Literate Speaker: Relations between Oral and Written Rhetorical Acts in the Academic Discourse of Adolescents.

PUB DATE- Apr 88

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Classroom Communication; Discourse Analysis; Educational Research; Grade 11; High Schools; High School Students; *Language Usage; Literary Criticism; *Oral Language; Rhetoric; Speech Acts; Student Writing Models; *Written Language

IDENTIFIERS- *Academic Discourse; Conversation; Heart of Darkness; Rhetorical Competence; Rhetorical Strategies; *Speaking Writing Relationship

To investigate the rhetorical relations between oral and written texts in adolescents' academic discourse, a study examined oral and written language samples of three high school juniors in a San Francisco area middle class suburban community (two males and one female) participating in an English literature class. Discourse analytic techniques were used to analyze the students' natural language use during oral presentations critiquing Joseph Conrad's "Heart of Darkness." Written language samples were taken from the three students' responses to an assignment on the same topics that were orally presented. Analysis revealed that assertives (when the speaker commits to the truth of the expressed proposition) formed a high proportion of speech acts used by both female and male students. Overall, males tended to use more declaratives (when the speaker brings about a correspondence between propositional content and reality) and more directives (attempts by the speaker to have the hearer do something) than females. Analysis of speech acts in conjunction with the rhetorical strategies used showed that both males and females employed assertives with rhetorical acts that contained a literal/logical analysis. Also, students most often orally communicated knowledge of author's intent, text structure, and language patterns through assertives and declaratives, while knowledge of author's intent figured prominently in both oral and written texts. Results showed that the students' classroom language contained elements of advanced academic discourse. (Three tables of students' written and oral language texts are included.) (MM)

ED 296 359 CS 211 366

English II. Language Arts Curriculum Guide.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 87
NOTE- 156p.; For related document, see CS 211 363; for other documents in this series, see CS 211 365-368.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Course Objectives; Decoding (Reading); *English Curriculum; Grade 10; Grammar; High Schools; Language Arts; *Learning Activities; Listening Skills; Literature; Public Schools; Reading Comprehension; Reading Instruction; Research Skills; Skill Development; Speech Communication; Spelling Instruction; State Curriculum Guides; Study Skills; Writing Instruction; Writing Skills
IDENTIFIERS- *Curriculum Emphases; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this standard English curriculum guide contains the goals, concepts, and terminal objectives for grade 10 English courses. Following an introduction, a description of the framework categories, curriculum guide categories, and English "strands" (divisions of skill areas), and a note on guide usage, the guide is divided into the following strands: (1) comprehension; (2) word identification; (3) reference and study; (4) literature; (5) handwriting; (6) grammar/mechanics; (7) spelling; (8) composition; (9) thinking and organization; (10) listening and viewing; and (11) oral communication. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements (including academic competencies), and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. A form for suggested additions or revisions of the curriculum guide is also included. (MM)

ED 296 456 EA 020 115

McCune, Shirley D.
State Strategic Planning. Policy Issues Paper.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 17p.
CONTRACT- 400-86-0001
AVAILABLE FROM- Publication Sales, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Planning; Educational Assessment; *Educational Change; Educational Trends; Elementary Secondary Education; Futures (of Society); Government Role; *Long Range Planning; Models; Operations Research; *Policy Formation; Program Evaluation; Program Implementation; State Action; *Statewide Planning; Technological Advancement; Trend Analysis
IDENTIFIERS- Appalachia

Strategic planning is a technique that has been developed to help managers and leaders address the need for organizational transformation in response to societal change. Its elements include external environmental scanning, internal capacity analysis, participation and involvement, mission and strategic goals, implementation/linkage plans, and monitoring and assessment. This monograph addresses the need for strategic planning in restructuring education to accommodate the societal changes brought about by information technology. After an introductory overview, the paper addresses the use of strategic planning at the state level, suggesting that such planning must be coordinated at three levels of state leadership: state policy, state program management, and state leadership. A typical model of strategic planning involves five phases of effort: (1) planning to plan and establishing a climate for change; (2) developing the strategic plan; (3) developing implementation plans; (4) implementing and monitoring plans; and (5) renewing the strategic plan. A brief concluding section discusses strategic thinking and the implications of strategic planning and related management techniques for state policy, effective management of state agencies, the state support system for leadership development, training in change management, and building statewide consensus. Appended is a discussion of strategic planning in the Appalachia Educational Laboratory's region. (TE)

ED 296 102 CE 050 351

Debban, Barbara, Comp.; And Others
Orientation Booklet for Parents Enrolled in Parent Education Cooperative Groups. Columbia Basin College Parent Education Program.
Columbia Basin Coll., Pasco, Wash.
SPONS. AGENCY- Washington State Board for Community Coll. Education, Olympia.
PUB DATE- May 87
NOTE- 20p.; For related documents, see CE 050 352-354.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Child Development; Community Colleges; *Cooperative Programs; Early Childhood Education; *Experiential Learning; *Group Activities; Learning Activities; Parent Child Relationship; *Parent Education; *Parenting Skills; Parent Participation; Preschool Children; Toddlers; Two Year Colleges

This booklet provides parents with information to help them get the most from their enrollment in parent education cooperative groups. Orientation information is presented for both the Parent Walkabout/Parent Toddler Programs and the Parent Cooperative Preschool Programs at Columbia Basin College (CBC), Washington. Informative material on the program and facilities as well as suggestions for the parent are included. The child's registration form and a CBC parent agreement form are provided. Topics for discussion during special time set aside to discuss parental concerns and interests are listed. By-laws of the CBC parent education groups are appended. (YLB)

ED 296 116 CE 050 397

Jones, Frances
Ten Good Ways To Teach "Writing for New Readers" in a Literacy Workshop.
PUB DATE- 88
NOTE- 34p.
AVAILABLE FROM- Sun Belt Literacy Bookstore, 1401 SW Topeka Blvd., Topeka, KS 66612 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Beginning Reading; *Classroom Techniques; Learning Activities; Literacy Education; Student Evaluation; Teaching Methods; Tutors; *Volunteer Training; *Workshops; *Writing Instruction; Writing Skills
IDENTIFIERS- *Laubach Method

This guide explains how to plan, develop, and conduct a writing workshop for literacy volunteers who will be working with beginning readers. The workshop has been developed to introduce literacy volunteers to the idea of writing original supplementary reading materials, give them experience in writing with a controlled vocabulary and strict guidelines, and reinforce their knowledge of the phonic principles underlying the Laubach Way to Reading series. The first three sections discuss the purpose of the workshop, suggested topics to use in a writing workshop, and suggestions for using the workshop guidelines. Suggestions on how to critique workshop participants are outlined in the next section. The remainder of the guide presents detailed instructions for conducting 10 workshop writing activities. The following activities are included: Roseanne Keller's word thing (a brainstorming activity intended to explore the possibilities of using a controlled word list); Bea Avery's pulling words (an activity to make a word list the springboard to a story); cooperative writing; postcard; autobiography; review and reinforcements; cooperative writing in small groups; paragraph by paragraph; pass along; and an English for speakers of other languages (ESOL) supplementary lesson. (MN)

ED 296 144 CE 050 431

Morris, Robin; And Others
Using Basic Skills Testing To Improve the Effectiveness Remediation in Employment and Training Programs for Youth. Research Report 88-05.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- May 88
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Criterion Referenced Tests; *Employment Potential; Employment Programs; Federal Programs; *Job Skills; Job Training; Screening Tests; Skill Development; Standardized Tests; Test Reviews; *Test Selection; *Test Use
IDENTIFIERS- *Job Training Partnership Act 1982

This paper was developed to help Job Training Partnership Act (JTPA) administrators make informed decisions when selecting employability assessment tools. The paper focuses on one aspect of participant assessment: assessing the level of basic education skills of economically disadvantaged youth. The paper provides the following: (1) comparative information on some of the most widely used basic skills tests within the JTPA system--both standardized and criterion-referenced; (2) examples of how assessment data can be used to improve program planning and participant impact; and (3) policy recommendations for consideration at the state and local levels. Eighteen tests of basic skills are profiled, with information listed including publisher, norms, administration, cost, subtest areas, and reviewer's comments focused on appropriateness of the test for JTPA clients and recommendations concerning the test's best use. (KC)

ED 296 173 CE 050 529

Women and Workforce 2000. Facts on U.S. Working Women. Fact Sheet No. 88-1.

Women's Bureau (DOL), Washington, D.C.
PUB DATE- Jan 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Employed Women; *Employment Patterns; *Employment Projections; Females; *Futures (of Society); Labor Market; Minority Groups; Service Occupations

More than 53 million women age 16 and over comprise 45 percent of the total labor force. Projections indicate that women's share of the labor force will increase to 47 percent in the year 2000. Greater numbers of minority women will enter the labor force. Furthermore, the labor force will be older by the year 2000. The economy has long been and will continue to be dominated by the service-producing sector. Almost all of the net increase of 21 million jobs between 1986 and 2000 will be in the service-producing sector. The increases in the services sector bode well for the future of working women, because women have dominated many of the industries where growth is expected to be greatest. Women have made great strides in obtaining jobs that require postsecondary education and/or skills training. Eleven occupations are projected to increase by more than 400,000 jobs in the year 2000, and women held more than 80 percent of those jobs in six occupational categories in 1986. These 11 occupations are expected to account for 30 percent of job growth to 2000. (YLB)

ED 296 245 CG 020 937

Loontjens, Lois

Talking to Children/Talking to Parents about Sexual Assault. Revised Edition.

King County Rape Relief, Renton, WA.
REPORT NO.- ISBN-0-941816-14-1
PUB DATE- 84
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Child Abuse; Elementary Education; *Elementary School Students; Parent Child Relationship; *Parent Education; *Sexual Abuse; Victims of Crime

This manual shares some of the experiences in parent and child education in sexual assault of a group dedicated to alleviating the trauma of sexual assault for victims and their families. The section of the manual about talking to children is arranged in four levels: kindergartners and first graders; second and third graders; fourth and fifth graders; and sixth graders. For each level, general information on sexual assault appropriate for the grade level is presented with an outline of the presentation. Some levels are accompanied by sample presentations, additional material, and questions and answers. Suggestions on how to deal with children who disclose past victimization, knowledge of another's vicimization, or their own current victimization are provided. A section on parent presentations describes frequent sources of parent presentations, background material on sexual assault, and three goals (provide information, stimulate thinking, and work toward change) of presentations. An outline of the parent presentation and sample presentation notes are provided. The appendix includes a discussion of working with parents of child victims of sexual assault and an annotated bibliography of books for children and parents, films for children, and materials on curriculum development. (ABL)

ED 296 260 CG 020 952

Caracelli, Valerie J.

Reentry Women Students: Identity Status Stability and Change during an "Off-Time" Transition.

PUB DATE- Mar 88

NOTE- 48p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (2nd, Alexandria, VA, March 25-27, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Students; Change; College Students; Females; Higher Education; *Midlife Transitions; *Personality Traits; *Reentry Students; Self Concept; *Self Esteem; Status

The increased college attendance of mature women students has played a major role in the changing demographics of college enrollment. This study examined the experience of reentry women during the initial period of adjustment from the time just prior to college entrance to the end of their first or second academic year. A pre- and post-test academic longitudinal design was used to document the early transition experience of adult women (N=61) entering or returning to college. Measures used included the Identity Status Interview, the California Q-set, and the Tennessee Self Concept Scale. The results revealed that, although the subjects were in a transition that required adapting to a new role and incorporating that role into established patterns of work and family life, they exhibited relative stability in their identity status classifications. Changes occurring during the initial year of transition took place mainly in the vocational and spouse content areas and, for the most part, appeared to be progressive. Stability was more evident during the second year. An exploratory analysis was undertaken to examine how women who shifted in status classification might differ from women who did not change. Compared to changers, non-changers tended to be older, had higher self-esteem scores, and had lower scores on the Neuroticism factor of the California Q-set and higher scores on the Extraversion factor. (NB)

ED 296 302 CS 009 212

Basic Skills First, 5. Reading Curriculum Guide.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 86
NOTE- 88p.; For other guides in this series, see CS 009 208-215.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Course Objectives; Elementary Education; *Grade 5; Grammar; Language Arts; *Learning Activities; Literature; Public Schools; Reading Comprehension; *Reading Instruction; Reading Skills; Research Skills; Skill Development; State Curriculum Guides; Study Skills; Vocabulary Skills
IDENTIFIERS- *Curriculum Emphases; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for fifth grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the fifth grade reading mastery test, and a list of fifth grade vocabulary words are also included. (MM)

ED 296 388 CS 506 221

Lule, Jack

Hermeneutics and Victimage: A Critical Approach to News of the Shooting of KAL Flight 007.

PUB DATE- Jul 88
NOTE- 39p.; Paper presented at the Annual Meeting for the Association of Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988). Appendix contains small print.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Context; Figurative Language; Foreign Countries; *International Relations; Media Research; Military Organizations; *News Media; *News Reporting; Rhetorical Criticism
IDENTIFIERS- Critical Analysis; Espionage; *Hermeneutics; *KAL 007; News Bias; South Korea; United States; USSR

The shooting down of KAL Flight 007, a South Korean airliner, by a Soviet jet fighter, and the resulting deaths of the 269 people on board, has brought into focus the Reagan's administration's equivocal relationship with the Soviet Union, provided insights into the channels of power in the Soviet military hierarchy, and led other nations to concentrate on international codes of conduct for the superpowers. A study explored in detail one of the first news reports about the flight. In addition, the study examined United States representations of the Soviet Union, and more broadly, the relationship of news to cultural life. The first account of the shooting of Flight 007 in the "New York Times" (September 2, 1983) was analyzed by using Paul Ricoeur's hermeneutic approach. The analysis found that in the "New York Times" report, the international incident: (1) was portrayed in the narrow context of United States affairs, (2) was firmly grounded in American culture; (3) gave heavy emphasis to American officials, American reactions, and possible American reprisals; and (4) affirmed a dominant United States role in world affairs. The analysis also revealed that the report could be seen as a drama of victimage that creates and then castigates an enemy shared by a group in a dramatic enactment that offers integration, identification, and social cohesion. (Thirty-one references are included, and the "New York Times" article is appended.) (MS)

ED 296 415 CS 506 262

Edwards, Janis L.
Keepers of the Flame: Rhetorical Themes in Recent Editorial Cartoons on Religion.
PUB DATE- 29 Apr 88
NOTE- 37p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988). Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cartoons; Characterization; Editorials; Humor; *Mass Media Role; Media Research; Newspapers; *Parody; Political Influences; *Religion; Religious Organizations; Rhetoric; Satire
IDENTIFIERS- *Religious News

Because of the historical influence of religion in the national life and personal lives of many American citizens and the interplay between religious and national affairs in public discourse, it is useful to study the secular media for its portrayal of religion as news or as value system. A study describes the nature of commentary on religion by the mass media by examining recent editorial cartoons that refer to religious subjects. One hundred and fifty-one editorial cartoons from 24 newspapers published in the United States over a 13-month period beginning September 1, 1986, were studied for visual content, metaphors, and thematic narratives offered about religion. Findings showed that in the editorial cartoons (1) religion was pictured as a competitive arena with religious groups and leaders battling over "turf" or concentrating on fundraising at the expense of spiritual service; (2) images and narratives portrayed religion as dominated by combative leaders obsessed with self-interest, whose practices are diametrically opposed to the standards of modesty, stewardship, and emphasis on spiritual values that is normally assumed leaders will hold; (3) religious issues are nothing sacred and they have become a part of the fabric of political and economic affairs, not just the culture; and (4) cartoonists were guided by a vision of traditional religious values. (Twelve figures, 3 tables of data, and 5 notes are included, and 10 references are appended.) (MS)

ED 296 443 EA 020 070

Anderson, Mark E.
The Management Team. Patterns for Success.
Oregon School Study Council, Eugene.
PUB DATE- Feb 88
NOTE- 31p.
AVAILABLE FROM- Publications, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00 prepaid; $2.50 shipping and handling on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- *Administrative Organization; *Cooperation; Elementary Secondary Education; *Management Teams; *Participative Decision Making; *Power Structure; *Trust (Psychology)
IDENTIFIERS- *Oregon

Team management became popular during the late 1960s and early 1970s as educators adopted the concept to help solve the increasingly complex problems facing schools. The mere existence of a management team of central office and building administrators does not mean that team management is being practiced. Chapter 1 enumerates the benefits of team management (compared to a more individualized or top-down approach), such as improved decision-making, higher staff morale, and greater support for decisions. Next, four elements (team organization, shared power and trust, participative decision-making, and the board-administrator agreement) essential for effective team management are discussed. Chapter 2 documents the experiences of three Oregon school districts--Centennial, Bethel, and Creswell--that illustrate several characteristics of sucessful management teams: (1) organizational structures that vary according to size; (2) strong superintendent support and leadership; and (3) strong support and advocacy by administrators. To help administrators assess the status of their management teams, chapter 3 reviews successful elements, including (1) the strong commitment of the superintendent, school board, and administrators to the team approach; (2) utilization of small work groups; (3) involvement of many district employees; (4) a consensus or centrist decision-making mode; and (5) a team built on trust. Included are 14 references and a list of the nine school administrators and one university dean interviewed for the report. (MGH)

ED 296 159 CE 050 457

Jansen, Duane G.

The Role of Vocational Education in Rural America. Information Series No. 328.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 36p.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN328--$4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Curriculum Development; Delivery Systems; Economic Development; Economic Factors; Educational Needs; Postsecondary Education; *Program Improvement; *Rural Areas; *Rural Education; *School Role; Secondary Education; *Vocational Education

Vocational education programs adapted for use in rural areas are often unsuccessful because they do not meet the unique needs of rural communities. Rural school districts have limited financial resources, and few rural schools can offer a wide range of programs or special services to students. Smaller rural communities need persons having multiple skills, including those necessary for entrepreneurship and jobs in small business. Whatever form it takes, vocational education can only meet the needs of the rural population if it provides training that would equip individuals to remain in their community and contribute to its economic development. During the first half of the 20th century, rural vocational education was dominated by courses in vocational agriculture and home economics. Later, rural school systems responded by building regional vocational education centers to deliver new types of training. Today's rural schools must overcome such problems as lack of cooperation and sharing among districts, diminishing resources, and changing technology and market demands.

A potential solution to the problem of the declining economic base of rural communities is more collaborative activities. Rural vocational education must be able to develop programs responsive to the needs of the types of industries in their immediate areas. (MN)

ED 296 217 CG 020 907

McCue, Michael; And Others

The Short Form Luria-Nebraska Neuropsychological Battery in Assessment of Dementia.

PUB DATE- 29 Aug 87

NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Clinical Diagnosis; *Depression (Psychology); *Mental Disorders; *Older Adults; *Test Validity

IDENTIFIERS- Alzheimers Disease; *Luria Nebraska Neuropsychological Battery

This study sought to determine whether a short form of the Luria-Nebraska Neuropsychological Battery could discriminate between senile dementia of the Alzheimer's type and depression in a sample of elderly neuropsychiatric patients. The short form Luria-Nebraska includes 141 of the 269 items contained in the original version, with the Rhythm scale entirely deleted, the Memory and Intellectual scales included completely, and the remaining scales included with abbreviated numbers of items. The short form was administered to 104 elderly patients, 48 of whom had probable Alzheimer's disease, with the additional 56 meeting Diagnostic Statistical Manual of Mental Disorders-III criteria for major depression. Statistically significant differences were found between the Alzheimer's disease and depressed group on all 10 clinical scales included in the short form. The depressed group produced a completely normal profile when the critical level age and education adjustment procedure was applied. A discriminant analysis correctly classified 81.7% of the cases, with an estimated cross-validation correct classification rate of 75%. The view that neuropsychological tests do poorly at discriminating between dementia and depression in the elderly patients was not confirmed by this study. (ABL)

ED 296 231 CG 020 921

West, Barbara; Moon, Kaylene E.
A Case Management Team Approach for Clients with Chemical Dependencies.
PUB DATE- Mar 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Children; *Alcoholism; *Caseworker Approach; *Family Counseling; *Family Problems; Family Role; *Older Adults; Workshops

This document illustrates the development and presentation of a workshop given to the King County Alcohol Training Consortium in King County, Washington as a 4-hour training session. It is divided into five sections and a bibliography. The first section explains the purpose of the booklet. Section II concerns the Alcohol/Elderly Network and briefly describes the King County Alcohol Training Consortium and the Seattle-King County Division on Aging Case Management Program. Section III looks at the issue of aging, giving general economics and population forecasts for King County and examining common concerns and feelings encountered when working with older adults. Section IV deals with alcohol and the elderly. This section provides a brief overview of aging and alcoholism, identifies some of the masks that alcoholisn can wear, and discusses family issues in elderly alcoholism. The final section describes a family conference. It discusses family intervention for families with elderly persons, provides guidelines for the family problem solving conference, explains dysfunctional behaviors in the family conference, considers family illness in children, and delineates family roles. An Adult Children of Alcoholics bibliography of 21 items is included. (NB)

ED 296 275 CS 009 179

Guerrero, Frank; And Others

Children's Art Carnival Creative Reading Program 1986-87. E.C.I.A. Chapter I Final Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Jun 88

NOTE- 63p.; Prepared by the O.E.A. Instructional Support Evaluation Unit. For earlier reports, see ED 142 654, ED 260 154, ED 278 948, and ED 284 189.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Art Education; Childhood Attitudes; *Childrens Art; Disadvantaged Youth; Educationally Disadvantaged; Elementary Education; Program Evaluation; *Reading Difficulties; Reading Instruction; *Reading Programs; Reading Research; *Reading Skills; Reading Tests; Reading Writing Relationship; *Remedial Instruction; Urban Programs; Vocabulary Development; Writing Difficulties; *Writing Skills

IDENTIFIERS- *Childrens Art Carnival NY; Education Consolidation Improvement Act Chapter 1

The Children's Art Carnival (CAC) Creative Reading Program, a community arts and educational organization, combines instruction in reading with art activities. Operating in sites in Manhattan and Queens, New York, the program served 294 second to sixth grade students during the 1986-1987 school year. Students who scored poorly on the Degrees of Reading Power Test or the Metropolitan Achievement Test, many of whom came from troubled homes, were given the opportunity to improve their reading and writing skills in the CAC program by learning the vocabulary of art, listening to stories and talking about characters, and working on art projects related to the stories. Student achievement in reading generally exceeded levels set as indicative of program success, with 88% of the second graders and 92% of the students in grades three to six mastering at least three new skills on the McGraw-Hill Prescriptive Reading Inventory; and a high percentage of students in dual-cycle classes, as well as grade three and four single-cycle classes, mastering five or more new skills. Student achievement in writing also exceeded targeted goals, with over 50% of students in the program improving their proficiency. Finally, student achievement on the art vocabulary test exceeded criteria for program success. (Ten tables of data, sample tests, criteria, and questionnaires are included.) (ARH)

ED 296 289 CS 009 195

Stansell, John C.; Patterson, Leslie

Beyond Teacher Research: The Teacher as Theory Builder.

PUB DATE- Dec 87
NOTE- 22p.; Paper presented at the Annual Meeting of the National Reading Conference (37th, Clearwater, FL, December 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Research; *Data Collection; Educational Research; Elementary Secondary Education; Language Arts; Research and Development; *Research Opportunities; Research Utilization; *Teacher Improvement; *Theory Practice Relationship
IDENTIFIERS- Teacher Researcher Relationship; *Teacher Researchers; *Theory Development

The teaching profession's present notion of the ability of teachers to contribute to theory development in language education needs reexamination. University researchers can best foster this ability by encouraging and assisting teachers to become engaged in classroom research. On the basis of both published evidence and field data, it can be argued that (1) teachers inescapably function as theorists, (2) their potential contributions to theory are vital to the growth of the profession, and (3) their work as theory builders is enhanced by engaging in the process of research. Current literature as well as examples from field work with researchers who teach in public school classrooms show that research enhances theory building by helping teachers focus observations, sharpen research skill, and develop collegial relationships with other researchers and theorists. Finally, many current notions of teacher research are too limited to be useful in theory building. The vital contributions of teachers to language learning theory will come through their involvement in what James Britton called "basic research." Inviting teachers, who live daily with the complex realities of language growth through language use, to be full partners in the enterprise of research and theory development is the "best help" for teachers, and the teaching profession as well. Teacher researchers can provide theoretical enrichment as thoughtful professionals constantly in touch with crucial data. (Fifty references are attached.) (RAE)

ED 296 317 CS 211 317

Grusin, Elinor Kelley
A Study of the Working Relationship between Tennessee Law-Enforcement Reporters and Sources.

PUB DATE- Jul 88
NOTE- 37p.; Paper presented at the Annual Meeting for the Association of Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Credibility; Journalism; Mass Media Role; News Media; *Newspapers; *News Reporting; *Police; *Police Community Relationship; *Press Opinion
IDENTIFIERS- Journalists; *News Reporters; *News Sources; Press Responsibility; Tennessee

The police-press relationship has often been viewed negatively by law enforcement officials, who complain about the media's current widespread use of young, inexperienced reporters on the police beat, which the officials believe indicates that editors have de-emphasized the importance of coverage of police activities. This practice was examined to determine whether there is a relationship between the length of time a reporter has been covering the police beat and his or her reported access. Full-time law enforcement reporters (N=23) at Tennessee's 11 largest daily newspapers, as well as their primary official sources (N=30) within the metropolitan police and sheriffs' departments to which they were assigned, were interviewed in person during March and April 1987. Results indicated that differences between reporters and law enforcement sources in age, experience, and years in the community may account for some of the friction that exists in the police-press relationship in Tennessee. A common complaint was that young reporters did not understand police procedures and were often newcomers to the community. (Fourteen tables of data and 33 notes are included.) (MS)

ED 296 375   CS 506 167

Ferrante, Karlene
Making Sense out of Sex Stereotypes in Advertising: A Feminist Analysis of Assumptions.
PUB DATE- Jul 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Advertising; Feminism; *Mass Media Effects; *Mass Media Role; Media Research; *Sex Bias; *Sex Stereotypes
IDENTIFIERS- Feminist Criticism; Media Bias; Media Imagery; Social Construction of Reality

Sexism and racism in advertising have been well documented, but feminist research aimed at social change must go beyond existing content analyses to ask how advertising is created. Analysis of the "mirror assumption" (advertising reflects society) and the "gender assumption" (advertising speaks in a male voice to female consumers) reveals the fact that the advertising industry is a patriarchal institution which has capitalized on and reinforced women's position in the patriarchal order. Rather than mirroring society, ads exaggerate some parts of the picture while minimizing or even eliminating others. Rather than reflecting stereotypes which exist in society, ads actively promote them in order to sell more products. Once feminist researchers become aware that the "mirror assumption" is false, they can direct their energies to the implications of the "gender assumption" with its artificial social order of men as active authority figures and women as passive product users. (A list of 20 references is attached.) (MHC)

ED 296 402 CS 506 246

Atkin, David; LaRose, Robert

News and Information on Community Access Channels: Market Concerns amidst the Marketplace of Ideas.

PUB DATE- Jul 88

NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Audience Analysis; Audience Awareness; *Cable Television; Information Sources; Mass Media Use; Programing (Broadcast); Surveys; Television Research; *Television Viewing

IDENTIFIERS- Audience Research; Community Access; PEG Program; *Public Access Television

Utilizing a regionally diversified sample of cable viewers to investigate viewer patronage of community channels--defined to include public, educational, and government (PEG) access as well as community (or leased) access channels, a study examined a quarterly national survey of homes serviced by cable in the United States. Each quarter, 1,000 homes in cabled areas were interviewed by telephone to establish awareness, viewership, and satisfaction levels for over thirty programming services, including community and access channels. Both the head of the household and a randomly selected household member age 12 or older were interviewed in each home; interviews were completed in 60 percent of the eligible homes listed for the survey and a total of 1322 usable responses were obtained. Other measures included in the study were demographic variables, such as respondent's sex, employment status, marital status, household size, ethnicity, age, education, and income. Results revealed that nearly 60% of all homes serviced by cable were served by at least one community channel, and 16% of the overall audience reported viewing a community channel within the week preceding their interview. Findings also suggested that access viewers were likely to be better educated, older, retired, and have lower incomes. (Nine tables of data, seven footnotes, and 22 references are appended.) (MM)

ED 296 430 EA 019 964

Logan, Lloyd
School Experience Professional Development.

PUB DATE- Sep 87
NOTE- 28p.; Paper presented at the Annual Joint Meeting of the Australian College of Education and Australian Council for Educational Administration (Perth, Australia, September 27-October 2, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Case Studies; Elementary Secondary Education; *Experiential Learning; Foreign Countries; *Inservice Education; Private Schools; *Professional Development; Public Schools; *Theory Practice Relationship
IDENTIFIERS- *Australia; *Conceptual Frameworks

The masking of experience as the basis of learning and development is a major limitation of the school-based approach to inservice education. Neither case studies nor the teacher development literature supports the association of professional learning with a specific site, such as the school. On the contrary, locating the study and practice of teacher development within a broad theoretical framework such as experiential learning may be more productive than prosecuting it as a distinct entity. This discussion of school-based inservice education is based on 16 case studies of exemplary programs conducted in Queensland (Australia) government and nongovernment primary and secondary schools. The accounts are analyzed for design characteristics, knowledge construction, and ideological orientation. Two major concerns are identified: the level of cognitive complexity and the conservative orientation. After describing the experiential learning process in terms of four cycles (concrete experience, reflective observation, abstract conceptualization, and active experimentation), the paper discusses various professional development paradigms (functionalist, interpretive, radical humanist, and radical structuralist) and analyzes their shortcomings as disclosed in the case studies. Management processes are also analyzed and their conservative slant noted. Finally, successful design characteristics are listed and the lack of evaluation and recognition of teachers' goodwill as a primary professional development ingredient is discussed. Included are 2 figures, 44 references, and an appendix on performing a case study. (MLH)

ED 296 075 CE 050 214

Banks, John

The World of Work as a Learning Resource. Working Document. European Community Action Programme. Transition of Young People from Education to Adult and Working Life.

IFAPLAN, Brussels (Belgium). Programme Information Office.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
REPORT NO.- 03WD86EN
PUB DATE- Dec 86
NOTE- 50p.; For other reports in this series, see CE 050 115, CE 050 117, and CE 050 213-219.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; *Demonstration Programs; Developed Nations; *Education Work Relationship; Foreign Countries; Institutional Cooperation; Postsecondary Education; Program Implementation; *Program Improvement; *Relevance (Education); *School Business Relationship; Secondary Education; *Work Experience Programs
IDENTIFIERS- *European Community

This report is one in a series on the work of the 30 pilot projects that form the European Community's second Programme on the Transition from Education to Adult and Working Life. Many of the projects in the Transition Programme are involved in developing or implementing work experience programs as a means of helping young people's personal, social, and vocational development. In doing so, they have had to face a number of curriculum and organization issues; five of these key issues are analyzed in this report: (1) How can work experience programs be made more effective?; (2) Is work experience for all students or only for some?; (3) How can work experience programs be integrated into the rest of the curriculum?; (4) How can liaison between schools and the world of work be established?; and (5) What help should teachers be offered to improve their knowledge of the world of work and to run successful work experience programs? The experiences of many of the pilot projects are synthesized in the report to provide answers to these questions, and a list of contacts for projects referred to in the text is appended. (KC)

ED 296 117 CE 050 399

Behrens, Ruth; Weiss, Joanne
Worksite Wellness Media Report Research Update 1988. Worksite Wellness Series.
Washington Business Group on Health, Washington, DC.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- Feb 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Behavior Modification; Case Studies; *Corporate Education; Drug Abuse; Drug Education; *Health Education; *Health Programs; Mental Health; Nutrition Instruction; Obesity; *Physical Health; *Program Content; Program Descriptions; Program Effectiveness; *Safety Education; Scientific Research; Smoking; Stress Management; Traffic Safety; Trend Analysis; Work Environment

This report is the 15th in a series of updates on worksite health promotion activities in the United States. The first section summarizes the results of three recent surveys: a study of the extent of worksite wellness activities in the United States (funded by the Office of Disease Prevention and Health Promotion); a 1986 Harris poll of Americans on their life-styles; and a 1986 telephone survey that compared self-reported health behaviors in 25 states and the District of Columbia. The second section discusses the results of evaluation studies of four major comprehensive health promotion programs offered by the following firms: Control Data Corporation, AT&T Communications, Johnson & Johnson, and Blue Cross and Blue Shield of Indiana. The third section reports selected research findings that have been published since the last in this series of updates. The following are among the research findings discussed: smokers who quit decrease their risk of stroke by more than half; smoking increases motor vehicle accidents and traffic violations; smoking costs the United States $53.7 billion in medical and salary costs yearly; age, income, education, and life-style can predict stress levels; significant increases in safety belt use have occurred; child safety belts and rear seat lap belts have proven effective; and obesity may result from lack of activity rather than from overeating. (MN)

ED 296 131   CE 050 415

Owens, Thomas R.

Improving the Collaboration of Secondary Vocational and Academic Educators.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 88

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

CONTRACT- 400-86-0006

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Education; *Articulation (Education); Case Studies; *Cooperative Planning; *Educational Cooperation; *Interdisciplinary Approach; School Role; Secondary Education; Teacher Role; *Vocational Education; Vocational Education Teachers

IDENTIFIERS- Idaho; Oregon

A study examined two projects designed to foster increased collaboration between secondary vocational and academic teachers. The first, called the Basic Skills Project, aimed at facilitating more effective cooperation among Idaho secondary school academic and vocational teachers to reinforce student mastery of basic skills. A part-time state project director worked with five teams of high school vocational and academic educators, providing in-service training and technical assistance in developing mechanisms to increase collaboration. The second project studied was an extensive curriculum revision project at Benson Polytechnic High School in Portland, Oregon. Semistructured interviews with key staff and other teachers, observations, analyses of project documents, and a levels-of-concern instrument were used to study the two projects. In the second year of the Idaho project, the staff from the five pilot sites served as resource people for five new sites, thus continuing to build on the collaboration that had developed at the original project sites. The Oregon curriculum revision project was similarly well received and generally successful. The study resulted in a framework for teacher cooperation, according to which teacher cooperation is necessitated by environmental influences, is enhanced by state-level and local administrative support, and results in tangible benefits to teachers and students. (This report also identifies barriers to and principles enhancing cooperation and illustrative practices.) An 11-item reference list and an annotated bibliography are also included. (MN)

ED 296 174 CE 050 531

Weston, Shann C.; Kirts, Carla A.

Cold Climate Gardening and Root Cellaring in Alaska: An Instructional Guide. Agricultural Education Publication No. 3.

Alaska Univ., Fairbanks. School of Agriculture and Land Resources Management.
PUB DATE- Dec 86
NOTE- 251p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Production; Agriculture; Behavioral Objectives; Botany; Classroom Techniques; Course Content;

*Educational Resources; *Field Crops; *Grounds Keepers; *Horticulture; Learning Activities; *Plant Growth; Postsecondary Education; Secondary Education; Teaching Methods
IDENTIFIERS- *Alaska; *Cold Climates

This instructor's guide contains three units for teaching gardening and root cellaring in Alaska. The units are intended to be used in long-term gardening projects so students can learn fundamental principles and techniques and apply them to a gardening situation. Each unit contains an overview that provides a basic framework for understanding the unit. In addition, each unit contains more specific background sections, as well as objectives and suggested activities. Annotated bibliographies are provided totalling 39 entries. The appendixes include lists of Alaskan flower and vegetable varieties, addresses, illustrations or diagrams of difficult concepts, and some sample sheets for specific projects. The three units cover basic gardening, gardening in the North, and root cellaring. (KC)

ED 296 188   CG 020 878

Wauchope, Barbara A.; Straus, Murray A.

Age, Gender, and Class Differences in Physical Punishment and Physical Abuse of American Children.

New Hampshire Univ., Durham. Family Research Lab.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Jul 87
NOTE- 32p.; Paper presented at the Annual Meeting of the National Conference on Family Violence Research (3rd, Durham, NH, July 6-9, 1987).
GRANT- R01MH40027
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Blue Collar Occupations; *Child Abuse; *Corporal Punishment; Discipline; *Parent Child Relationship; *Sex Differences; *Violence; White Collar Occupations

This study examined the relationship of the age and gender of the child, and the occupational status and gender of the parent, to the incidence and frequency of physical punishment and two levels of physical abuse of children, as measured by the minor, severe, and very severe violence indexes of the Conflict Tactics Scales. The subjects were children from a nationally representative sample of 3,229 families. Physical punishment was found to peak at ages 3 and 4, being used by 90% of the parents, and to decrease steadily after age 4. More than one-half of all parents were reported to still use physical punishment with their children who were 13 years of age. No age trend was found for very severe violence. Parents who used any level of violence tended to do so repeatedly. Boys were the victims more often than were girls, and more blue-collar parents than white-collar parents engaged in both minor and severe violence. These effects were found to be stronger for severe violence. Mothers used minor violence more often than did fathers. Only one significant interaction effect was found: for very severe violence, of the abused children in this sample, repetition of the abuse tended to be greatest when the victim was a girl and the perpetrator was a white-collar father. Several explanations, particularly social norms, are used to interpret findings. (Author/NB)

ED 296 203 CG 020 893

Duva, Joy; Raley, Gordon

Transitional Difficulties of Out-of-Home Youth.

William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- Apr 88
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescent Development; Adolescents; Federal Legislation; Federal Programs; *Foster Care; *Individual Development; *Public Policy; *Runaways; Social Services; *Youth Problems

This document describes the population of youth needing special assistance in the transition to adulthood and the special problems they face. It describes the social systems that attempt to serve these youth and examines the deficiencies of current social policies. Promising developments in policy and practice that can offer guidance in finding solutions are discussed. After an introduction, the second section provides a summary of the general characteristics of runaway and foster care populations. The third section describes the systems that address the needs of foster care and runaway youth and inherent systemic problems. Federal policy which addresses the needs of foster care and runaway youth is discussed in the fourth section. The fifth section reviews current programs and activities being carried out by policymakers and service providers. Areas needing further research are described in the sixth section. The final section presents recommendations for needed actions and reforms to strengthen services to out-of-home youth facing transition. The recommendations discussed include amending the Vocational Rehabilitation Act to make foster care youth eligible for post-secondary and college educational assistance, decriminalizing status offenses, extending foster care assistance to youth aged 21, and institutionalizing the use of independent living services as an integral part of the child welfare service continuum. References and two commentaries on the document are included. (ABL)

ED 296 261 CG 020 953

Whitner, Phillip A.; Sanz, Donald L.

Evaluation of a Study Skills Program for Student-Athletes.

PUB DATE- Jan 88
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association of Academic Advisors for Athletes (Nashville, TN, January 6-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Athletes; *College Freshmen; Grade Point Average; Higher Education; *Program Effectiveness; *Program Evaluation; School Counseling; *Study Skills

This document describes the Athletes Educational Planning Program (AEPP) developed by the University of Toledo Counseling Center to provide incoming freshmen male and female student-athletes with a traditional study skills program and to help student-athletes adjust to the academic rigors of a college environment. It explains the development and use of the Student-Athlete's Entrance Information Sheet, designed to collect specific academic information regarding the student-athletes' precollege academic performance and to classify student-athletes as to their academic risk. It discusses weekly program meetings, staff recruitment and training, program monitoring, and program evaluation. Evaluation results are presented which showing that low- and moderate-risk student-athletes who participated in the program had a higher mean grade point average (GPA) at the end of their first quarter than did student-athletes in the same two risk categories who did not participate in the program, while borderline and high-risk student-athlete program participants had a lower mean GPA than did borderline and high-risk nonparticipants. Program evaluation findings are reported, after 3 years of program operation, which suggest that traditional study skills alone do not adequately address the needs of student-athletes. The evaluation concludes that program planners must know the academic background of the target population and must incorporate flexibility into the basic program design. Sample questions are included. (NB)

ED 296 332 CS 211 338

McManus, John

An Economic Theory of News Selection.

PUB DATE- Jul 88
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cost Effectiveness; *Economic Factors; Journalism; *Mass Media Role; *News Media; Resource Allocation; Theory Practice Relationship
IDENTIFIERS- Corporations; *Economic Theory; Journalistic Objectivity; *Media Coverage; News Bias; News Values; Organizational Behavior; Press Criticism; Press Responsibility; Television News

Over the years, journalists, social scientists, and government commissions have defined news in a variety of ways, but their definitions consistently lack the notion that, above all, news is a commodity and must sell. Within the journalism profession, and particularly in television news, the potential for conflict between a media corporation's interest in maximizing profit and a journalist's obligation to maximize public understanding is rarely acknowledged. Yet the best interest of the corporation in getting the most for its stockholders often conflicts with the best interest of the public in understanding its environment. This pessimistic conclusion about journalism rests on a theory of news as a transaction between an information provider and consumer. An informal cost/benefit analysis based on this theory can be used to develop a model for predicting news content. In this model, where news is seen as a transaction, the probability of an event or item of information being covered by corporate media is inversely proportional to the cost of discovery (what a news corporation expends to learn of events and information) and the cost of assembly (what a corporation expends to create the news account), and is proportional to the anticipated breadth and intensity of its appeal to audiences that advertisers value. The implications of this theory include the suggestion that news corporations are unlikely to accept social responsibilities that conflict with business interests. (Fifty-four references are listed.) (MM)

ED 296 346 CS 211 353

Raschke, Debrah

Creating "A World Elsewhere"--The Self Resisting Society: A Cultural Perspective.

PUB DATE- Mar 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cultural Context; Expressionism; Higher Education; Realism; Rhetoric; Romanticism; Social Environment; *Teaching Methods; Theory Practice Relationship; *Writing (Composition); *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- *Emerson (Ralph Waldo); *Landscapes; Perceived Reality; Rhetorical Theory; Theoretical Orientation; Voice (Rhetoric)

Teachers of composition have an obligation to students to know what assumptions underlie their teaching methodology. Every writing course, no matter what its format, represents a particular construct of reality, of seeing the world and the individual in the world, which, in addition to writing skills, is passed on to students. Several useful studies which classify the dominant theoretical approaches synchronically have led to a better understanding of teaching methods. Yet, there is much to be gained by a diachronic and contextual examination. There is also a need to evaluate what in teaching methodology is particularly cultural. For example, James Berlin's diachronic study of nineteenth century American rhetoric has shown how common sense Realism--its compatibility with economic expansion and pragmatism--defines a particularly American tradition in rhetoric. There is another distinctly American tradition, however, a cultural proclivity to "create a world elsewhere," which Richard Poirier identifies in several major American writers and which has also had a significant role in the ideology underlying many composition courses. Examining Ralph Waldo Emerson's rhetoric for a gravitation toward visionary landscapes--his appropriation of time and space--further demonstrates how this proclivity has persisted outside the Romantic tradition. This predilection for visionary landscapes translates into the dominant theoretical positions in composition--into new rhetorical modes of invention which resist social dialogue more than they encourage it, into the boundaries placed on peer response, and into students' attitudes toward writing and creating a world in a text which resists societal intrusion. (Fifteen notes are attached.) (RAE)

ED 296 360 CS 211 367

English III. Language Arts Curriculum Guide.
Tennessee State Dept. of Education, Nashville.

PUB DATE- 87
NOTE- 166p.; For related document, see CS 211 363; for other documents in this series, see CS 211 365-368.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Course Objectives; Decoding (Reading); *English Curriculum; Grade 11; Grammar; High Schools; Language Arts; *Learning Activities; Listening Skills; Literature; Public Schools; Reading Comprehension; Reading Instruction; Research Skills; Skill Development; Speech Communication; Spelling Instruction; State Curriculum Guides; Study Skills; Writing Instruction; Writing Skills
IDENTIFIERS- *Curriculum Emphases; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this standard English curriculum guide contains the goals, concepts, and terminal objectives for grade 11 English courses. Following an introduction, a description of the framework categories, curriculum guide categories, and English "strands" (divisions of skill areas), and a note on guide usage, the guide is divided into the following strands: (1) comprehension; (2) word identification; (3) reference and study; (4) literature; (5) handwriting; (6) grammar/mechanics; (7) spelling; (8) composition; (9) thinking and organization; (10) listening and viewing; and (11) oral communication. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements (including academic competencies), and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

ED 296 416 CS 506 264

Wulfemeyer, K. Tim; McFadden, Lori L.
The Virtuous All-News Radio Journalist: Perceptions of News Directors.
PUB DATE- Jul 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988). Supported by the Carol Burnett Fund for Responsible Journalism, Department of Journalism, University of Hawaii-Manoa, Honolulu, Hawaii.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- *Ethics; *Journalism; Moral Issues; Moral Values; *News Reporting; *Radio
IDENTIFIERS- *All News Radio; Journalists; *News Directors; News Reporters

To date, most of the scholarly research and critical articles about ethics in journalism have dealt with newspapers and television rather than with radio. To help fill this gap, a study surveyed a segment of the radio news community to determine some of the attitudes, values, and beliefs of news directors concerning ethics in their workplace. Subjects, 66 directors (out of a possible 200) of "all-news" radio stations in the United States, answered a 117-question survey dealing with ethics in broadcast journalism. Results indicated that (1) almost 40% of the stations had adopted formal codes of ethics; (2) 90% of the directors believed radio journalists should follow the guidelines contained in formal codes of ethics; and (3) most of the news directors seemed to subscribe to the "Pure Act Deontology" theory of ethics--circumstances dictate what is right and wrong. (Sixteen notes and three tables of data are included.) (MS)

Debban, Barbara, Comp.; And Others
Handbook for Parents Enrolled in Parent Education Cooperative Groups. Columbia Basin College Parent Education Program.
Columbia Basin Coll., Pasco, Wash.
SPONS. AGENCY- Washington State Board for Community Coll. Education, Olympia.
PUB DATE- May 87
NOTE- 115p.; For related documents, see CE 050 351-354.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Child Development; Community Colleges; *Cooperative Programs; Early Childhood Education; *Experiential Learning; *Group Activities; Learning Activities; Parent Child Relationship; *Parent Education; *Parenting Skills; Parent Participation; Preschool Children; Toddlers; Two Year Colleges

This handbook is intended for parents in the Parent Education Program at Columbia Basin College (CBC), Washington. It is designed to help them learn about their role as a participating parent, as an assistant teacher, as a group member, and as a student in a parent education cooperative group. The importance of parent education is emphasized. A discussion of the program organization follows. A section on participation guidelines provides details on the parent agreement, group officers, field trips, accident procedures, and insurance. The role of CBC in the parent cooperatives is then addressed. Other sections focus on the interrelationship of play and learning, the role of the parent in the classroom, and discipline and guidance. Suggestions for activities for the classroom include creative activities, snacks, science, activities encouraging physical growth, and toys. Other contents are health and safety guidelines, tasks to teach responsibility, and an annotated bibliography of resources on various aspects of parenting. (YLB)

ED 296 145 CE 050 435

Competency-Based Life Skills Training for Adults with Special Needs.

Comprehensive Adult Student Assessment System Consortium.; San Diego Community Coll. District Foundation, CA.
SPONS. AGENCY- California State Dept. of Developmental Services, Sacramento.; California State Dept. of Education, Sacramento.
PUB DATE- 87
NOTE- 16p.; Portions printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Competence; Competency Based Education; *Daily Living Skills; Employment Potential; *Exceptional Persons; Interpersonal Competence; Job Skills; Language Skills; *Normalization (Handicapped); *Special Education; Vocational Education

This paper contains an overview and suggested competencies for a competency-based life skills training program for adults with special needs. The goal of the program is to provide a meaningful, high quality education and training program for adults with special needs that will lead to mastery of the life skills needed to maximize independence, responsibility, community integration, employability, and quality of life. The guide discusses curriculum, training, focus, program characteristics, program planning, and student outcomes. Following a matrix that shows the relationship between the life skills curriculum and the adult special education curriculum, the guide lists the competencies needed by adults with special needs in the areas of domestic duties, vocational requirements, recreation/leisure activities, community resources, consumer economics, and government. Checklists of suggested training activities/curriculum that can be used as planning sheets for the program are provided. (KC)

ED 296 246   CG 020 938

Hershey, Douglas A.; And Others

Can Brief Tests of Mental Status Predict Functional Behavioral Impairment?

PUB DATE- Mar 88

NOTE- 14p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior Patterns; *Cognitive Ability; *Longitudinal Studies; *Older Adults; Predictive Validity; Test Validity

IDENTIFIERS- *Alzheimers Disease

Although criteria for the diagnosis, prognosis, and treatment of Alzheimer's disease (AD) have become better defined, few research findings have appeared in the literature which characterize the degenerative course of the disease. Of particular interest to both clinicians and researchers would be a study focusing on changes in the patient's cognitive and behavioral abilities over time. This study measured the changes in cognitive and behavioral abilities displayed by Alzheimer's disease patients over a period of 6 months. Data were collected as part of a large-scale, ongoing longitudinal research project. Subjects were 5 males and 11 females meeting criteria for probable AD. The mean age of the sample ws 76.4 years and the average level of education was 12.4 years. The cognitive tests used included the Mental Status Questionnaire, the Mini-Mental State Examination, and the Information-Memory-Concentration test. The behavioral tests used included the Memory/Behavior Problem Checklist (MBPC) and a scale designed to assess the patient's ability to carry out activities of daily living. Subjects were tested at two points in time separated by approximately 6 months. Caregivers also completed measures of behavioral impairment. Results showed all measures except the MBPC were able to discriminate changes in patient abilities. The patients' cognitive scores at the first testing were predictive of their level of behavioral impairment at the second testing. The rate of decline for individuals was not subject to substantial fluctuation. (ABL)

ED 296 303 CS 009 213

Basic Skills First, 6. Reading Curriculum Guide.
Tennessee State Dept. of Education, Nashville.

PUB DATE- 86
NOTE- 84p.; For other guides in this series, see CS 009 208-215.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Course Objectives; Elementary Education; *Grade 6; Grammar; Language Arts; *Learning Activities; Literature; Public Schools; Reading Comprehension; *Reading Instruction; Reading Skills; Research Skills; Skill Development; State Curriculum Guides; Study Skills; Vocabulary Skills
IDENTIFIERS- *Curriculum Emphases; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for sixth grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the sixth grade reading mastery test, and a list of sixth grade vocabulary words are also included. (MM)

ED 296 389 CS 506 223

Allen, Craig M.
Parasocial Interaction and Local TV News: Perceptions of News Teams and News Personalities in Denver.
PUB DATE- Jul 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Audience Response; Broadcast Television; *Mass Media Effects; News Media; *Social Cognition; Surveys; Television Research; Television Viewing
IDENTIFIERS- Local News; News Commentators; *Parasocial Interaction; *Television News

To measure Denver viewers' parasocial tendencies (inclinations to establish vicarious relationships) with TV news personalities, a study conducted a telephone survey in the Denver metropolitan area in October and November, 1987. The study examined viewer reactions to four local stations' "news teams" and individual news "personalities," focusing strictly on viewership of their primary newscasts, and using a parasocial framework, developed by Rebecca B. Rubin, consisting of 20 statements tapping parasocial interaction in TV news. Prior to the interviewing, a pretest using a similar survey was conducted, involving residents of Athens, Ohio. For the Denver survey, 800 phone numbers were selected at random and 303 valid responses were obtained. Findings revealed a high correlation between news team parasocial interaction and viewership, with news teams having the greatest numbers of viewers also evoking the greatest parasocial interaction. Yet although audience members conceded their parasocial inclinations, they did not discriminate well between the personalities, possibly indicating that TV news parasocial interaction is team-centered. (Five tables of data are included, and 38 footnotes are appended.) (MM)

ED 296 444 EA 020 074

The Board-Superintendent Relationship within the Framework of the Management Team Concept. A Special Task Force Report.
Pennsylvania School Boards Association, Inc., Harrisburg.
PUB DATE- Jul 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Evaluation; *Board Administrator Relationship; *Cooperation; Elementary Secondary Education; *Management Teams; *Superintendents; Surveys
IDENTIFIERS- *Pennsylvania

In 1985, a leadership liaison committee consisting of the board presidents and executive directors of five state school management associations in Pennsylvania appointed a task force to examine the board-superintendent relationship within a team management framework. After providing background information, including various definitions associated with team management, this booklet offers a brief history of school governance since 1834, covering subtle shifts in functions, reorganization and consolidation, collective bargaining, federal and state involvement, the special 1977 (Pennsylvania) commission, guiding concepts and concentration areas, policy development, inservice training, reduction of board member teams, and cooperative efforts of state educational associations and state agencies. Next, results of a 1986 survey of school officials are presented, as are results of a subsequent 11-city field test held to validate the survey findings. Trust and understanding emerged as the most important ingredients of a successful board-administrator relationship. The study also reaffirmed the 1977 commission's conclusions concerning the importance of the board-superintendent relationship and showed that superintendents support the management team concept. The questionnaire content and responses are included. (MLH)

ED 296 457 EA 020 116

At-Risk Youth: Considerations for State-Level Policymakers, Including a Summary of Recent State-Level Actions in the Region.

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

PUB DATE- 87
NOTE- 17p.
AVAILABLE FROM- Publication Sales, The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 S. Main Street, Andover, MA 01810 ($2.00 plus $2.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Dropout Programs; *High Risk Students; *Policy Formation; *School Policy; Secondary Education; *State Action
IDENTIFIERS- *Puerto Rico; *United States (Northeast)

In response to the growing dropout problem, most of the northeastern states (and islands) and many of their local districts have implemented policies and programs designed to reduce the number of students leaving school. This paper presents some observations, culled from various reports, for policymakers' consideration. Section I offers a set of general observations from the literature: (1) dropouts are the most visible segment of the many children not succeeding in school; (2) problems like teen pregnancy and parenting, depression, suicide, substance abuse, and family instability complicate the issue; (3) schools' root problem may be their unappealing atmosphere; (4) schools are not organized to produce educated, self-motivated workers; (5) policy solutions will depend on an overlap between educational research and successful practice; and (6) the opportunity and commitment to reshape schooling has never been greater. Next, vehicles to guide policy-making, including necessary vision, knowledge, multiple perspectives, active roles for affected persons, incentives for creative problem-solving, a judicious mix of mandates and assistance, and leadership and analysis, are discussed. Section III summarizes current state or island initiatives dealing with technical asssistance, program and performance mandates, financial aid, task forces, and governors' initiatives. Part IV provides a list of resources, with officials' names, titles, addresses, and phone numbers. (MLH)

ED 296 089 CE 050 285

Adult Illiteracy in Canada: Identifying and Addressing the Problem = L'analphabetisme chez les adultes au Canada: definition et traitement de la question.

Canadian Council of Ministers of Education, Toronto (Ontario).
REPORT NO.- ISBN-0-88987-067-5
PUB DATE- Mar 88
NOTE- 37p.
LANGUAGE- English; French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Cooperative Programs; Developed Nations; Foreign Countries; Functional Literacy; *Illiteracy; Program Development; *Regional Planning; Regional Programs
IDENTIFIERS- *Canada

This statement of the Council of Ministers of Education, Canada, focuses on the approaches that provincial ministers have taken to address the problem of adult illiteracy. First, it sets out concisely the nature and extent of functional illiteracy in Canada. Second, it describes a sample of the initiatives already under way to create effective systems and programs. These provincial responses are summarized: administrative and educational arrangements related to the needs of illiterate adults, innovative learning materials and expanded training for literacy personnel, and close cooperation in literacy programming with voluntary agencies and community groups. Third, this statement identifies a number of activities on which provincial ministers, in cooperation with institutions, voluntary agencies, and other interested parties, will focus in the future. These include sharing information on literacy programs, clarifying roles, promoting public awareness of adult illiteracy, introducing appropriate mechanisms to increase coordination, expanding training for literacy personnel, developing programs, and increasing funding. (A complete French version of the statement is provided.) (YLB)

ED 296 160 CE 050 458

Sarkees, Michele D.; And Others
Vocational Education Programs for the Disadvantaged. Information Series No. 329.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 49p.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN329--$5.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Admission Criteria; *Compliance (Legal); Cooperative Learning; Counseling Techniques; Curriculum Development; *Disadvantaged; Educational Legislation; Educational Policy; Equal Education; Federal Regulation; Instructional Development; Limited English Speaking; Peer Teaching; Program Content; *Program Development; Special Programs; Statewide Planning; Tutoring; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984

States must ensure that persons inadequately served by vocational education programs, particularly the disadvantaged, have equal access to vocational education. The methods of assuring compliance with federal regulations mandating equal access that are reviewed in this document are intended to be adapted or adopted by state and local administrators, vocational education teachers, and counselors. The first section discusses the educational, financial, social, and environmental factors that contribute to being disadvantaged. The legislative foundation for disadvantaged individuals in vocational education is examined, with special emphasis on legislation pertaining to academically and economically disadvantaged and limited English proficient individuals. A section on program planning and instruction discusses the special problems faced by disadvantaged students in the areas of academic achievement, functional curriculum, and generalizable, basic, vocational readiness, employability, and study skills; it outlines strategies that have proven effective in helping disadvantaged persons acquire these skills. The next section deals with the following supportive services and special staff: counseling, career development plans, peer tutoring and cooperative learning, cooperative planning, and resource personnel. Thirteen specific recommendations for working with disadvantaged students in vocational education programs are provided. (MN)

ED 296 218 CG 020 908

McCue, Michael; And Others
The Relationship of Neuropsychological Skills and Functional Outcome in the Elderly.
PUB DATE- 30 Aug 87
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; *Daily Living Skills; Depression (Psychology); Institutionalized Persons; Mental Disorders; *Older Adults; *Self Care Skills; *Test Validity
IDENTIFIERS- *Discharge Planning

Typically, neuropsychological assessment has been used to predict various diagnostic parameters. In the elderly, referrals are often made to psychologists for the purpose of facilitating diagnosis of psychiatric or organic conditions, such as depression or Alzheimer's disease. However, psychologists are routinely requested to make recommendations about patients' functional capacity for the purpose of aftercare planning. This study examined the relationship between various neuropsychological skills and ability to perform a number of instrumental daily living tasks in a sample of 98 elderly inpatients of a geriatric psychiatry ward. When activities of daily living (ADL) items were grouped according to categories of personal self-care, mobility, and independent self-care, significant relationships were noted between cognitive-based ADL functions and neuropsychological test performance. Results suggest the potential utility of neuropsychological tests for prediction of functional outcome and for examining models of neuropsychological skills required for various daily living requirements. Results also suggest that neuropsychological test performance is unlikely to be useful in predicting basic self-care and mobility functions. These findings may be of value in future research designed to evaluate the predictive efficacy of clinical neuropsychological evaluations in determining functional outcomes with hospitalized elderly patients. (Author/ABL)

ED 296 232 CG 020 922

Slate, John R.; And Others
School Psychology Training Programs: Trainer's Perceptions.
PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Modification; Cognitive Restructuring; Consultants; *Counselor Educators; *Educational Diagnosis; *Graduate Study; Higher Education; Psychoeducational Methods; *Psychological Evaluation; *School Psychologists; *Student Recruitment

While school psychology training programs have grown and changed over the years, empirical evidence concerning the changes is limited. A survey of 208 school psychology training programs was conducted to obtain information about trainers' perceptions of significant problems influencing the practice of school psychology, required coursework and educational experiences, and recruitment strategies. Responding program directors (N=139) cited an overemphasis on assessment, resulting in limited opportunity to engage in consultation and cognitive/behavioral interventions as the most serious problem influencing the practice of school psychology. Poor working conditions such as low salaries, inadequate resources, and lack of respect for professional skills was the second most frequently cited problem. The need for a more professional working environment was stressed. Program directors rank ordered the five most important academic and training experiences, in order of importance, to be psychodiagnostic assessment, consultation, internship, practicum, and cognitive and/or behavioral interventions. Another significant finding was that brochures were perceived as the most successful recruitment strategy while trips to other colleges and universities received the lowest rating. These findings have implications for how school psychology graduate programs could most effectively spend their limited recruitment funds. (NB)

ED 296 290 CS 009 197

Comstock, Barbara G.; Feeley, Joan T.

A Follow-Up Study of William Paterson College M.Ed. in Reading Program Graduates 1983-1987.

PUB DATE- 21 May 88
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Research; Followup Studies; Graduate Study; Higher Education; *Masters Programs; Professional Development; *Program Evaluation; *Reading Consultants; *Reading Teachers; Teacher Education Curriculum; *Teacher Education Programs; Teacher Employment
IDENTIFIERS- *William Paterson State College NJ

In order to evaluate the M.Ed. in Reading Program at William Paterson College (New Jersey), a study surveyed 56 recent graduates of the program for their responses to three questions: (1) How do graduates evaluate the total program and its components? (2) How "professional" are the graduates? and (3) How well do graduates do in the marketplace? The total program received a "Very Valuable" rating, with specific components receiving individual ratings, with recommendations for improvement. Professionalism of program graduates--measured by their publications, participation in conferences and workshops, membership in associations, the reading of professional journals, and interest in graduate work--was ranked as high. Job status before and after completion of the M.Ed. program was reported. (Eleven tables of data are included and 15 references and an appendix containing the survey instrument and letters are attached.) (SR)

ED 296 318 CS 211 318

Bekken, Jon

Working-Class Newspapers in the United States.

PUB DATE- Jul 88
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Journalism; *Mass Media Role; Mass Media Use; *Newspapers; News Reporting; Political Influences; Political Power; Press Opinion; Publications; Public Opinion; Research Needs; Socialism; United States History; *Working Class
IDENTIFIERS- Foreign Language Press; *Journalism History; Journalism Research; Media Bias; Newspaper Ownership; Weekly Newspapers

The workers' movement has long recognized the importance of the press and other cultural institutions in developing and sustaining class consciousness and the movement itself. Hundreds of workers' newspapers were established throughout the United States by labor unions, working-class political organizations, and sympathetic editors. These papers, ranging from hand-written, locally-circulated sheets to national daily newspapers published in regional editions (many published in foreign languages), were later supplemented by news services, broadcasting and (more recently) public relations campaigns. While scattered studies of individual newspapers and foreign-language newspapers published by immigrant socialists exist, little research into the operation, content, and influence of labor publications has been conducted as yet. (Six tables of data and 82 references are appended.) (MM)

ED 296 376 CS 506 171

Zhu, Jian-Hua

Dropping vs. Restarting: A Dynamic Analysis of Two Newspaper Subscribing Behaviors.

PUB DATE- Jul 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Longitudinal Studies; Media Research; Models; *Newspapers
IDENTIFIERS- Journalism Research; Newspaper Circulation; *Newspaper Subscriptions; *Subscribers (Newspapers)

In an effort to help describe and explain why people do not read and subscribe to newspapers, a study built on previous research by adding two new contributions: (1) reliance on a four-wave panel data-set rather than on a one-shot survey; and (2) use of a dynamic modeling procedure rather than cross-sectional analysis. The problem with previous studies of newspaper subscribing that use static comparison, is that the technique may be sufficient for descriptive purposes but can do little beyond that. Use of a longitudinal study that links "actual" changes in lifestyles to changes in subscribing status with a four-wave panel data-set solved this problem. A data-set from the American Society of Newspaper Editors' Readership and Research Committee (ASNE) and a dynamic modeling tool developed by Paul Allison were used to supply data. Results indicated that there were two underlying processes going on in the subscribing decision, and that static and dynamic variables played different roles in influencing these processes. Results also showed that the conventional cross-sectional comparison is not sufficient to capture and explain this complexity, whereas dynamic analysis on longitudinal data may improve knowledge of the process. (Twenty-five notes are included, and 10 references are appended.) (MS)

ED 296 403 CS 506 247

Larson, Mark A.
The Sender-Receiver Model and the Targeting Process.
PUB DATE- Jul 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988). Appended figures may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advertising; *Audience Analysis; Communication Research; *Communication Skills; Credibility; Feedback; Higher Education; *Models; *Public Relations; Teaching Methods
IDENTIFIERS- Advertisements; Communication Behavior; Media Use; *Message Design; Message Perception; Message Transmission; Public Service Advertising; *Target Planning

The goal of this paper is to describe how one classroom teacher uses the Sender-Receiver Communications Model to illustrate for students in a lively and memorable way the process of "targeting your audience" with medium and message. Students are used as examples of Receivers, or target audience, illustrating the potential range of characteristics (age, ethnicity, attitudes, etc.) and how instructors, as Senders, use these factors to shape communication with students. In this context, the need for demographic and psychographic research becomes clear. Next, the use of research to determine the choice of medium--the vehicle on which a message is delivered, such as radio, posters, or tee shirts--is discussed, noting the key factors of reception and credibility which influence audience preference. Many factors also affect the credibility of the Sender, including intentions, trustworthiness, and expertise, as perceived by the target audience. Several factors which can contribute to a failure to communicate are illustrated in the model. Entropy, or the tendency for matter to tend toward disorder, contributes to miscommunication through typos, misspellings, and other fact errors. The "Gatekeeper" (the person--for example, an editor--who decides whether a message will appear in the medium) is another important facet of the model, as are the elements of feedback and environment. After presenting the model, an exercise is assigned to students to reinforce how this information can be used in communication efforts. (Six figures--the sender-receiver communications model and five photocopied public service advertisements--are appended.) (MM)

ED 296 431 EA 019 985

Schimmel, David; Fisher, Louis
Parents, Schools, and the Law.
National Committee for Citizens in Education, Columbia, Md.
REPORT NO.- ISBN-0-934460-31-0
PUB DATE- 87
NOTE- 283p.; Contains a foreword by Bill Cosby.
AVAILABLE FROM- Publications, National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044 ($10.95 paperback--ISBN-0-934460-31-0; $17.95 hardcover--ISBN-0-934460-29-9).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - General (050) Books (010)
DESCRIPTORS- *Due Process; Elementary Secondary Education; *Parent Rights; *Parent School Relationship; Racial Discrimination; *School Law; School Responsibility; Sex Discrimination; *Student Rights
IDENTIFIERS- *Education for All Handicapped Children Act; *Family Educational Rights and Privacy Act 1974

This book explores parents' legal rights concerning their children's elementary and secondary education. Besides certain constitutional rights (including parents' right to direct their children's education), parents and students have been granted various rights under state and federal statutes. This book aims to demystify the law and provide parents with the necessary knowledge to assert their rights (outside the court system) and bring violations to the attention of teachers, administrators, and other parents so that their children receive an appropriate education. Following a brief overview of parents' rights, chapters 2 through 6 discuss rights derived from the Constitution, including a student's right to fair treatment by a school disciplinary system, First Amendment protections of freedom of speech and press, freedom of religion and separation of church and state, and equal educational opportunity. Chapters 7 through 9 focus on the common law and state control of education, covering compensation for injured children, damages collection for poor teaching, and conflicts between parent and state education agencies. Chapter 10 treats parents' rights concerning school records under the Family Educational Rights and Privacy Act of 1974. Chapter 11 discusses federal law governing rights of parents of children with special education needs, highlighting the Education for All Children Act of 1975. Chapter 12 concerns physical appearance (proper dress), while chapter 13 confronts the rights of poor and non-English-speaking parents and children. The final chapter covers legal literacy for parents. Three appendices provide constitutional amendments of special relevance to parents and students, legal research hints, and two Supreme Court decisions. Also included are a table of cases, chapter endnotes, and an index. (MLH)

ED 296 076 CE 050 215

Banks, John
Teacher Training. Strategies from the Second Transition Programme. Working Document. European Community Action Programme. Transition of Young People from Education to Adult and Working Life.
IFAPLAN, Brussels (Belgium). Programme Information Office.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
REPORT NO.- 35WD86EN
PUB DATE- Dec 86
NOTE- 64p.; For other reports in this series, see CE 050 115, CE 050 117, and CE 050 213-219.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; Developed Nations; Educational Improvement; *Education Work Relationship; Foreign Countries; *Inservice Teacher Education; Professional Development; Program Improvement; *School Business Relationship; Secondary Education; Sex Fairness; Staff Development; Teaching Methods
IDENTIFIERS- *European Community

This report is one in a series on the work of the 30 pilot projects that form the European Community's second Programme on the Transition from Education to Adult and Working Life. The report analyzes the work of the pilot projects in the field of inservice teacher training. It lists the new demands on teachers, as the pilot projects identified them or reflected them, and the ways in which pilot projects provided the help that teachers needed. Some of the innovations in staff development included the following: (1) the introduction of more student-related approaches to learning; (2) the development of more student-related guidance and its closer integration into the learning process; (3) the promotion of the role of schools as partners with the world of work and as partners with their local community; and (4) action to promote greater equality of opportunity for young people from ethnic minority groups and for girls and young women. Pilot projects profiled in appendixes to the report include a work experience program for teachers in Zeeland, a field experience for guidance teachers in Greece, writing teams in Manchester, England, and school-linking in Baden-Wurttemberg, Germany. A list of contacts for all pilot projects mentioned in the report is also appended. (KC)

ED 296 104 CE 050 353

Debban, Barbara, Comp.; And Others
Handbook for Instructors. Guide for Parent Instructors in Parent Education Programs. Columbia Basin College Parent Education Program.
Columbia Basin Coll., Pasco, Wash.
SPONS. AGENCY- Washington State Board for Community Coll. Education, Olympia.
PUB DATE- May 87
NOTE- 124p.; For related documents, see CE 050 351-354.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Child Development; Community Colleges; *Cooperative Programs; *Early Childhood Education; *Experiential Learning; *Group Activities; Learning Activities; Parent Child Relationship; *Parent Education; *Parenting Skills; Parent Participation; Preschool Children; Teaching Guides; Toddlers; Two Year Colleges

This handbook is designed to explain the structure and the existing regulations and procedures of the programs affiliated with the Parent Education Program at Columbia Basin College (CBC), Washington. Purpose of the program is to give parents the opportunity to increase their understanding of children. Section I addresses the importance of parent education. Section II on program organization lists goals and objectives and describes the parent education cooperative groups at CBC. The parent education team is the focus of section III. Section IV discusses the cooperative organization. The role of CBC is described, and parent participation guidelines are provided. Program procedures are summarized and pertinent forms are included. Section V contains strategies for the parent educator. These include leading a group, ice breakers, communications, group dynamics, handling conflicts, and helpful procedures. Section VI offers techniques to solve problems that might arise with the children in the classroom. Section VII provides guidelines for the children's teacher. They cover play and learning, creative activities, large muscle activities, the foundation for reading and writing, music, science, snack ideas, and field trip suggestions. Section VIII lists handout, print, and audiovisual resources available for use with the class. (YLB)

ED 296 132 CE 050 416

Wade, Barbara K.; Williams, William
Interpreting Vocationalism as Applied Academics.
PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Education; *Articulation (Education); Basic Skills; Educational Objectives; *Fused Curriculum; *Interdisciplinary Approach; Secondary Education; *Unified Studies Curriculum; *Vocational Education
IDENTIFIERS- *Vocationalism

Vocational education was largely established on the principle of nontransferability. However, vocational education and academic education have many similarities. Indeed, the difference between basic and academic skills has often been defined in terms of rigor. Basic skills are those concrete skills that are generally taught at the elementary level, whereas academic skills are those that require an understanding of laws, principles, and phenomena. If most people learn best by moving from the concrete to the abstract, then a society that promotes compulsory education must acknowledge the value of vocational education as a method of educating students in concrete knowledge that can extend as far as possible into abstract thought. Vocationalism often reinforces academic concepts, and in some instances, vocational educators teach academics (especially basic skills) in order to teach a vocational skill. Studies indicate that little collaboration exists between vocational and academic teachers. In view of the technological and information booms that are underway and increasing skills demands placed on entry workers, vocational and academic teachers must increase their understanding of what each other teaches, with vocational teachers assuming the role of a reinforcer who acknowledges and respects the value of other subject areas. (MN)

ED 296 146 CE 050 439

Bown, Lalage
The State and Adult Education--Suggested Issues for Comparative Study.
PUB DATE- 12 Sep 86
NOTE- 24p.; Presidential address to the Annual Conference of the British Comparative and International Education Society (Glasgow, Scotland, September 12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; Comparative Analysis; *Comparative Education; Educational History; *Educational Research; Foreign Countries; *Government School Relationship; *Politics of Education; Research Design; *Research Needs
IDENTIFIERS- Africa; Great Britain

International scholarly effort in the comparative study of adult education has increased substantially over the past 20 years. The relationship between the state and adult education is one area, however, that has remained relatively neglected by researchers. In many countries, adult education has been largely the responsibility of voluntary bodies, which has perhaps obscured its political dimension. At the present time, however, both adult educators and adult students have become increasingly aware of the impact of the state on adult education. In Great Britain, for example, reductions in government funding of adult education have given the study of the state and adult education a particular immediacy. The following areas are particularly in need of further study: the impact of adult education on the state over time; ways in which the state has affected adult education in Africa and Great Britain; and the question of political education and the effect of different government structures. Such studies should be based on a simple model in which state character (laissez-faire, colonial, or postcolonial), the nature of intervention (policies, supportive and constraining actions), and factors in effectiveness (political will, infrastructure) could be compared. (MN)

ED 296 175 CE 050 532

Kirts, Carla A.
Resources for Teaching Forestry in Alaska. Agricultural Education Publication No. 1 (2nd Edition).
Alaska Univ., Fairbanks. School of Agriculture and Land Resources Management.
PUB DATE- 87
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Citations (References); Classroom Techniques; Course Content; Curriculum Guides; *Educational Resources; Elementary Secondary Education; Environmental Education; *Forestry; Forestry Occupations; *Information Sources; *Instructional Materials; Learning Activities; *Natural Resources; Teaching Methods; Trees
IDENTIFIERS- *Alaska; Cold Climates

This resource guide was developed to provide assistance to Alaskan teachers of vocational agriculture, biology, environmental science, outdoor education, and other disciplines interested in securing instructional materials related to forestry. The guide contains several sections: two bibliographies and eight additional resource lists. The first section is an 18-page annotated bibliography of selected resource materials for teaching forestry. Included are addresses, cost information, a brief description of contents, and potential instructional value. The second bibliography is a list of 17 standard texts most often used for teaching forestry courses in colleges, intended as references for the teacher to use in assimilating technical information into lessons. The directory of additional resources lists magazines, catalogs, businesses, colleges and universities, headquarters offices of the United States Forest Service, state forestry agencies in the United States, cooperative extension forest resource specialists, and directories and other resources. The final section is a form with which teachers can recommend forestry curriculum materials. (KC)

ED 296 189 CG 020 879

Wauchope, Barbara A.
Help-Seeking Decisions of Battered Women: A Test of Learned Helplessness and Two Stress Theories.
New Hampshire Univ., Durham. Family Research Lab.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Mar 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Sociological Society (58th, Philadelphia, PA, March 11-13, 1988).
GRANT- R01MH40027
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers; "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Battered Women; *Family Violence; *Helplessness; Interpersonal Relationship; Spouses; *Stress Variables
IDENTIFIERS- *Help Seeking

This study tested the learned helplessness theory, stress theory, and a modified stress theory to determine the best model for predicting the probability that a woman would seek help when she experienced severe violence from a male partner. The probability was hypothesized to increase as the stress of the violence experienced increased. Data were obtained from a national probability sample of 3,665 married or cohabiting women. Subjects responded to the Decision to Seek Help measure, the Conflict Tactics Scale to measure violence by the male partner, and several modifying resources and characteristics. Data analysis revealed no evidence to indicate the presence of learned helplessness among the battered women in the sample. Sixty-eight percent of the women who had experienced severe violence sought help one or more times for personal problems and the predicted probability of seeking help for high levels of severe violence was .77. While age, education, occupation, fear of being hit, having parents who hit each other, and depression were all found to influence the probability of seeking help, the amount of severe violence experienced was the primary factor in the woman's decision to seek help. A stress model of help-seeking was supported by the data. The findings suggest a needed change in the image of the battered woman from weak and passive to active and help-seeking. Appendixes include indexes for help-seeking, severe violence, and depression; provided also are four data tables and eight figures. (Author/NB)

ED 296 204   CG 020 894

Youniss, James
Mutuality in Parent-Adolescent Relationships.
William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- Apr 88
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescent Development; *Adolescents; Career Development; Culture; Divorce; Family Influence; *Individual Development; *Parent Child Relationship; Peer Relationship; Psychological Patterns; Social Influences

This document discusses the parent-adolescent relationship as social capital for adulthood. The first chapter reviews results of empirical studies which addressed the question of how the parent-adolescent relationship contributes to the successful transition of adolescents into adult society. The review is grounded in studies of parent-adolescent relationships in well-functioning families of middle socioeconomic status. The results are then used as the framework for assessing other factors which bear on contemporary youths' transition into adulthood. The second chapter discusses divorce and its effects on such areas as family income, parent-adolescent relationships, stepparents, educational achievement, psychosocial well-being, heterosexual relationships, and maternal employment. The third chapter discusses career development from a framework based on three sets of factors which are important for work and career development, i.e., psychological factors, social-structural factors, and family factors. The final chapter reviews studies regarding peer relationships with regard to the question of whether they counter or extend parent-adolescent relationships. The popular view of a unitary youth culture with separate values from adult culture is rejected. This chapter contends that the friendships children establish are healthy and need not be competitive in terms of affection or value orientation. The conclusions section discusses factors that either undermine or support the mutuality of adolescent-parent relationships that assists youth in passing on the worthwhile traditions of the social order. Two commentaries on the document are included. (ABL)

ED 296 262 CG 020 954

Whitner, Phillip A.; Sanz, Donald L.
Student-Athletes as Peer Counselors.
PUB DATE- Jan 88
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association of Academic Advisors for Athletes (Nashville, TN, January 6-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletes; *College Freshmen; College Students; Helping Relationship; Higher Education; *Negative Attitudes; *Peer Counseling; *Program Evaluation; School Counseling

This document describes an innovative pilot project of peer counselors, implemented within the structure of an educational support service. A peer counseling project created by the Athletes Educational Planning Program of the University of Toledo (Ohio) Counseling Center is presented, in which student-athletes help other student-athletes to adjust and adapt to the rigors of a college environment. The rationale for using student-athletes as peer counselors is discussed, nine disadvantages which have been reported to be associated with the use of peer counselors are listed, and measures taken to control the disadvantages are explained. Recruitment of peer counselors is described and problems faced by the project and the counselors during program implementation are reviewed. The pilot project's outcome, its failure, and reasons for its failure are discussed. Beliefs, perceptions, and fears regarding the peer counselors, and global negative reactions to the peer counselors, are documented. Recommendations for future use of student-athletes as peer counselors in education support services are discussed. (Author/NB)

ED 296 276 CS 009 180

Book, Cassandra; And Others

Teachers' Concepts of Reading, Reading Concepts Communicated during Instruction, and Students' Concepts of Reading. Research Series No. 190.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Jun 88

NOTE- 44p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Basal Reading; Elementary School Students; *Grade 3; Metacognition; Primary Education; *Reading; *Reading Comprehension; *Reading Instruction; Reading Research; Teacher Attitudes; Teacher Student Relationship; Teaching Skills

IDENTIFIERS- *Reading Concepts; Teacher Explanation; *Teaching Research

As part of the Teacher Explanation Project (TEP), a study examined the relationships among third-grade teachers' concepts of reading, the concepts of reading they communicated during instruction to low-level readers, and the students' concepts of reading. Subjects, 20 third-grade teachers, participated in the yearlong TEP study conducted in an urban midwest community. Ten teachers in the treatment group were taught to recast traditional basal skills as strategies to be used flexibly and adaptively and to explain to students how to use these strategies in reading texts. Ten control teachers used the basal text in the standard way but received training in the use of management strategies. Results showed that although there was no difference between the concepts of reading stated by teachers trained to be explicit in teaching reading as a strategic sense-making process and those not trained, their students differed in their concepts of reading and the teachers differed in the concepts of reading they communicated during their instruction. The study supports the importance of teachers having both pedagogical content knowledge as well as content knowledge. (Eleven tables of data are included, and 39 references are appended.) (MS)

ED 296 304 CS 009 214

Basic Skills First, 7. Reading Curriculum Guide.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 86
NOTE- 87p.; For other guides in this series, see CS 009 208-215.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Course Objectives; *Grade 7; Grammar; Language Arts; *Learning Activities; Literature; Public Schools; Reading Comprehension; *Reading Instruction; Reading Skills; Research Skills; Secondary Education; Skill Development; State Curriculum Guides; Study Skills; Vocabulary Skills
IDENTIFIERS- *Curriculum Emphases; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for seventh grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the seventh grade reading mastery test, and a list of seventh grade vocabulary words are also included. (MM)

ED 296 333 CS 211 339

Horowitz, Rosalind, Ed.; Samuels, S. Jay, Ed.
Comprehending Oral and Written Language.
REPORT NO.- ISBN-0-12-356110-8
PUB DATE- 87
NOTE- 411p.
AVAILABLE FROM- Academic Press, Inc., 1250 Sixth Ave., San Diego, CA 92101 ($42.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Discourse Analysis; Linguistic Theory; *Listening Comprehension; Literacy; *Oral Language; Psycholinguistics; *Reading Comprehension; Reading Processes; Reading Research; Text Structure; Theory Practice Relationship; *Written Language
IDENTIFIERS- *Listening Reading Relationship; *Speaking Writing Relationship

Written for researchers and graduate students, this book--a collection of essays by cognitive scientists, socio- and psycholinguists, and English, reading, and language arts educators--explores theoretical and research questions associated with the relationships among oral and written language, listening and reading, and speaking and writing. The four parts of the book are designed to highlight critical contrasts: "The Language of Spoken and Written Discourse"; "Processing Strategies: Rhetorical, Social-Situational, and Contextual Constraints"; "Processing Strategies: Perceptual and Cognitive Demands in Listening and Reading"; and "The Acquisition of Literacy and Schooling." The thirteen chapters consist of: (1) "Comprehending Oral and Written Language: Critical Contrasts for Literacy and Schooling" (Rosalind Horowitz and S. Jay Samuels); (2) "Spoken and Written Modes of Meaning" (M. A. K. Halliday); (3) "Properties of Spoken and Written Language" (Wallace Chafe and Jane Danielewicz); (4) "Rhetorical Structure in Discourse Processing" (Rosalind Horowitz); (5) "Episodic Models in Discourse Processing" (Teun A. van Dijk); (6) "The Role of Context in Written Communication" (Martin Nystrand); (7) "Listening and Reading Processes in College- and Middle School-Age Readers" (David J. Townsend, Caroline Carrithers, and Thomas G. Bever); (8) "Prosody and Structure in Children's Syntactic Processing" (Peter A. Schreiber); (9) "Processing Strategies for Reading and Listening" (Joseph H. Danks and Laurel J. End); (10) "Factors That Influence Listening and Reading Comprehension" (S. Jay Samuels); (11) "From Meaning to Definition: A Literate Bias on the Structure of Word Meaning" (Rita Watson and David R. Olson); (12) "Language, Speech, and Print: Some Asymmetries in the Acquisition of Literacy" (Charles A. Perfetti); and (13) "A Comparison of the Two Theories about Development in Written Language: Implications for Pedagogy and Research" (Sandra Stotsky). (MM)

ED 296 361 CS 211 368

English IV. Language Arts Curriculum Guide.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 87
NOTE- 146p.; For related document, see CS 211 363; for other documents in this series, see CS 211 365-367.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Course Objectives; Decoding (Reading); *English Curriculum; Grade 12; Grammar; High Schools; Language Arts; *Learning Activities; Listening Skills; Literature; Public Schools; Reading Comprehension; Reading Instruction; Research Skills; Skill Development; Speech Communication; Spelling Instruction; State Curriculum Guides; Study Skills; Writing Instruction; Writing Skills
IDENTIFIERS- *Curriculum Emphases; Tennessee; Thinking Skills

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this standard English curriculum guide contains the goals, concepts, and terminal objectives for grade 12 English courses. Following an introduction, a description of the framework categories, curriculum guide categories, and English "strands" (divisions of skill areas), and a note on guide usage, the guide is divided into the following strands: (1) comprehension; (2) word identification; (3) reference and study; (4) literature; (5) handwriting; (6) grammar/mechanics; (7) spelling; (8) composition; (9) thinking and organization; (10) listening and viewing; and (11) oral communication. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements (including academic competencies), and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. A form for suggested additions of revisions of the curriculum framework is also included. (MM)

ED 296 417 CS 506 268

Trotta, Michael R.; Booth-Butterfield, Melanie

Expressions of Love as Communication Strategies: Source, Functions, and Receiver Response.

PUB DATE- Apr 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Emotional Response; Higher Education; *Interpersonal Communication; *Self Disclosure (Individuals); Speech Acts; *Speech Communication
IDENTIFIERS- *Communication Patterns; Communication Strategies; *Love

Two studies examined (1) which partner in a romantic relationship typically said the initial "I love you"; (2) reasons for making that first declaration; and (3) the partner's communication responses to such statements. In the first study, 100 undergraduate students at a large eastern university were interviewed, while the second study surveyed 100 other undergraduates, both studies asking their subjects to reflect back on such an utterance in a heterosexual relationship. Results indicated that males typically said "I love you" first and their motivation included sharing true feelings, attempts at secondary gains, comforting behavior, and sheer confusion. It was also found that this expression was usually pre-planned and ultimately seemed to have a positive impact on the relationship, though different expressions of the sentiment carried different weights, and a diverse pattern of receiver-reaction was evident. (Twenty-two references and five tables of data are attached.) (SR)

ED 296 445 EA 020 089

Freeland, John
The Political Economy of Schooling. ESA845, The Economy of Schooling.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0432-5
PUB DATE- 86
NOTE- 129p.; For related document, see EA 020 090.
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia (Stock No. ESA845M06; $14.50 Australian; quantity and educational discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Capitalism; *Educational Economics; *Education Work Relationship; Elementary Secondary Education; Equal Opportunities (Jobs); Foreign Countries; *Government School Relationship; Labor Market; Marxian Analysis; *Politics of Education; Social Stratification; Structural Unemployment

This volume, part of a series of mongraphs that explore the relationship between the economy and schooling, analyzes the economic influences contributing to current pressures for changes in secondary schooling in Australian society with particular attention to the long-term structural collapse of the full-time teenage labor market. After a brief introduction, the paper addresses current dislocations in the transition from student to employee that have resulted in widespread teenage unemployment. The full-time and part-time teenage labor markets are analyzed in detail, along with trends in unemployment and nonparticipation, and the government's response to the youth unemployment crisis. The latter part of the paper addresses the need for fundamental reform in secondary schooling to accommodate these structural changes in the economy. Five readings by separate authors follow: (1) "Where Are We Now in the Economics of Education?" by M. Blaug; (2) "Major Theories of the Labor Market and Women's Place Within It," by C. O'Donnell; (3) "The Incompatibilities of the Welfare State," by G. Esping-Andersen; (4) "The Participation and Equity Program: One Year On," by D. Pettit; and (5) "Traineeships for Youth," a report of the Committee of Inquiry into Labor Market Programs. An annotated bibliography is included. (TE)

ED 296 118 CE 050 400

Gordon, Ruth, Comp.
Special Needs Resources for Vocational Education. Second Edition.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 116p.; For first edition, see ED 277 901.
GRANT- G008620030
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Vocational Education; Advocacy; Clearinghouses; *Disabilities; *Disadvantaged; Libraries; *Limited English Speaking; *Online Systems; Postsecondary Education; Professional Associations; Rehabilitation Centers; Research and Development Centers; *Resource Materials; Resources; Secondary Education; *Vocational Education
IDENTIFIERS- ERIC; Vocational Education Curriculum Materials Database

Intended as a reference for vocational education personnel who serve special needs populations, this catalog identifies resource organizations that can provide information or technical assistance and recently developed materials for special needs groups and program areas. Section I includes organizations, arranged alphabetically and preceded by a title listing. They represent such diverse types as advocacy groups, clearinghouses, libraries, professional associations, research and development centers, and rehabilitation research and training centers. The information provided for each organization is as follows: organization name, director, contact person, address and telephone number, type of organization, subject terms (major descriptors) that indicate the focus of the organization, subject terms (minor descriptors) that generally denote the types of services offered, and a brief annotation. A subject index provides access to organizations. Section II provides examples of recently developed materials announced in the online databases Educational Resources Information Center (ERIC) and Vocational Education Curriculum Materials (VECM). These materials illustrate the types of resources available. An information sheet describes each database and gives instruction for accessing the databases to obtain curriculum materials for special needs students. A subject index to the ERIC and VECM materials is included. Appendixes include explanations of ERIC and VECM citations and addresses of Curriculum Coordination Centers. (YLB)

ED 296 247 CG 020 939

McConnell, Stephen C.; And Others

The Nuclear War Age Barrier within the Nuclear Family.

PUB DATE- Aug 87
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Children; Disarmament; *Fear; Interpersonal Communication; *Nuclear Warfare; *Parent Child Relationship

This document notes that the literature addressing children's nuclear fears suggests that children are introduced to the nuclear threat by ways that do not provide dialogue and without regard to the age appropriate needs of the child, and that parents seem to be protecting their children from the horror of a holocaust by not talking about the threat, thereby creating a communication barrier between the generations. It presents material designed to encourage parents to discuss nuclear issues with their children. Ten myths about children's nuclear fears are listed. These myths include the following: (1) a child's fear of nuclear war is not normal; (2) children feel free to talk about what is bothering them; (3) children believe that nuclear war is preventable; (4) children know what their parents think about nuclear war; (5) children are aware that many people are working to prevent nuclear war; (6) American children are better informed than children in the Soviet Union; (7) children get most of their information from the schools; (8) children who worry about nuclear war must be worriers about everything; (9) children are too young to be so worried and afraid of nuclear war; and (10) nuclear fears are best handled by experts. The importance of the process of parents encouraging children to express their concerns and ventilate their fears is described. It is concluded that reducing children's fears is not a political issue, but rather a parental one which does not entail the necessity for a belief in either nuclear disarmament or proliferation. (Author/ABL)

ED 296 319 CS 211 319

Ogbondah, Chris W.
Nigerian Press under Imperialists and Dictators, 1903-1985.

PUB DATE- Jul 88
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *African History; *Authoritarianism; Case Studies; Colonialism; Foreign Countries; Freedom of Speech; Government Role; *Journalism; Media Research; News Media; Political Attitudes; *Public Opinion
IDENTIFIERS- Journalism History; Journalism Research; Media Government Relationship; *Nigeria; *Press Law

Comparing the Nigerian press during the colonial period of British rule and the post-independence period, a case study examined two press laws: the Newspaper Ordinance No. 10 of 1903, and Decree No. 4 of 1984 (Public Officers Protection against False Accusation Decree). Using qualitative research methodology, the study investigated how the indigenous population reacted to the press laws. The Newspaper Ordinance law was selected because it was the first newspaper law enacted by the colonial government. Decree No. 4 was selected because it embodied all previously enacted post-independence press laws. Both laws were enacted by an authoritarian form of government--a colonialist/imperialist regime in one instance and a military dictatorship in the other. Analysis indicated that the introduction of the first press law met with public resentment similar to the public opposition to the press law enacted by the Muhammadu Buhari military regime. The objectives of the press laws were found to be about the same, and the rationales for public resentment of the laws were congruent. Also, the public had similar reactions to both press laws, and used the press (especially the letters-to-the-editor columns) to express their resentment. (Five pages of footnotes are attached.) (MM)

ED 296 347 CS 211 354

Strange, Rebecca L.

Audience Awareness: When and How Does It Develop? ERIC Digest No. 4, 1988.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- RI888-06-2001
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Audience Analysis; *Audience Awareness; *Classroom Environment; Educational Strategies; Elementary Secondary Education; *Reading Writing Relationship; Writing Evaluation; Writing Exercises; *Writing Improvement
IDENTIFIERS- ERIC Digests; Writing Assignments

A case can be made for teachers to use audience-oriented teaching strategies that encourage children to write for a wide range of readers. Even so, questions remain about how writers, especially student writers, actually learn to consider an audience of readers when they write. Research suggests that a developmental trend exists in which children gradually develop a sense of audience in their writing. Other studies suggest that teachers can develop effective audience-oriented writing strategies only if they think carefully about their own role as an audience for their students' writing. The ERIC database contains numerous ideas for assignments and strategies that (1) encourage students to write for a range of audiences; (2) provide opportunities to receive responses from these audiences; and (3) help students learn the value of writing as a process of communication. (MS)

ED 296 390 CS 506 233

Mass Communication: A Guide to Reference Sources.
McGill Univ., Montreal (Quebec). McLennan Library.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Foreign Countries; *Library Materials; *Mass Media; *Reference Materials
IDENTIFIERS- Canada

For the study of mass communication in social, cultural and political contexts, this annotated resource guide presents a list of materials available in the McGill University Libraries in Montreal, Canada. As a select bibliography, the guide concentrates on current sources, although some historical coverage of newspaper and journalism is included. Newspaper indexes and periodical indexes of general coverage are excluded. The guide also omits certain topics, such as public relations, advertising, film, and media technology (some of which are covered in other bibliographies in this series). Reference sources consist of: (1) encyclopedias and handbooks for print media, broadcasting media, and radio and TV programs; (2) almanacs; (3) English, French, and bilingual dictionaries; (4) biographical sources; and (5) directories for mass media, newspapers and newspaper indexes, academic programs and careers, and organizations, associations, libraries, and archives. The bibliography consists of guides to the literature; periodical indexes; topics (including TV and radio broadcasting, scripts and program recordings, and freedom of information); and theses and dissertations. (MM)

ED 296 458 EA 020 117

Nygren, Burton M.
Union-Administrator Collaboration That Works.

PUB DATE- 19 Feb 88
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Las Vegas, NV, February 19-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collective Bargaining; *Cooperation; Elementary Secondary Education; *Participative Decision Making; Problem Solving; *Teacher Administrator Relationship; *Teacher Participation; Unions
IDENTIFIERS- *Mounds View Public Schools MN; *Professionalism

Mounds View, a K-12 district serving 11,400 students in the St. Paul and Minneapolis (Minnesota) suburbs, used to experience prolonged, hostile negotiations between administrators and the teachers' association. After a particularly bitter round of bargaining in 1984, the district began searching for less adversarial approaches. The district hired a consultant to help staff unload bitter feelings, solve problems as colleagues, not combatants, and begin trusting each other. This paper describes Mound View's Professional Council, which grew out of the district's desire for authentic teacher/administrator collaboration. From the beginning, the council agreed to create an environment of mutual respect, cooperation, and teacher involvement; to promote open discussion, study, and resolution of professional concerns; to specify membership of four teachers and four administrators; to give veto power only to the superintendent or the executive board of the teachers' association; and to pay council members as much as head coaches of major sports. After outlining agenda items and suggested improvements when bargaining for a new contract, the paper summarizes some observations about the council's progress. First, American public education needs shared decision-making by teachers and administrators and teacher judgments to shape school goals and daily operations. Empowering teachers is the challenge of this decade; teachers need to be treated and rewarded as professionals. The new system does not resolve all problems or obviate the need for administrators. The new leadership of the 1990s will hopefully blend assertiveness with participation and practice the value of teamwork and trust. (MLH)

ED 296 459 EA 020 119

Pugh, Wesley C.
A Study of School Grade Organization: Policy Implications for Middle Schools. Executive Summary. Report No. 8828.
Birmingham Public Library, Ala.
PUB DATE- Feb 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (11th, Miami Beach, FL, February 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Instructional Program Divisions; Junior High Schools; *Middle Schools; *Policy Formation; *School Organization; *Urban Schools
IDENTIFIERS- *Pennsylvania (Philadelphia)

In November 1987, the superintendent of a major urban public school system (Philadelphia) publicized the district's decision to convert junior high schools (grades 7-8-9) into middle schools (grades 5/6-7-8). The superintendent's decision was based on several factors related to grade organizational structure, including (1) the district's already diverse and incongruent grade groupings; (2) the number of student suspensions and grade retentions in 1986-87; and (3) a preliminary analysis of pupils' academic performance in 1986. The present study, which supports the district's conversion of junior high schools to middle schools, is framed within the context of a historical perspective on the development of both school types. The study employs a chart essay format, and a case study of the district's first two junior high schools converted to middle schools (1985-87) provides an analysis of the policy implementation. A literature review suggested no definitive and generalizable research findings on the merits of middle schools over junior high schools. A public school's decision to convert to middle schools would not be valid based solely on the literature. Consistent with effective school research's emphasis on each school as a unique setting, a school district considering a middle school conversion policy needs to examine its particular set of circumstances to determine the basis for such a decision. Included are four tables and seven references. (MLH)

ED 296 473 EA 020 163

DeMoulin, Donald F.; Guyton, John

Phase II Examination of Principal's Perceptions in Identifying Instructional Stages Associated with Teacher Output.

PUB DATE- Nov 87

NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 10-14, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; *Career Development; Elementary Secondary Education; School Surveys; Staff Development; *Teacher Attitudes; *Teacher Behavior; *Teacher Burnout; *Teacher Effectiveness

Research previous to this study suggested that the efficiency of teachers increases to a zenith and from there decreases to a degree of inefficiency. This research led to a hypothesis that teaching characteristics can be associated with career development stages. In phase I of this study (conducted in 1983) 145 principals from 2 midwestern states were surveyed on the question of career stages. Their responses yielded 161 characteristics which they felt differentiated one instructional stage from the other. These characteristics were then used as the basis for phase II of the study, in which 50 high school principals from each of six states in the mid-south were surveyed to determine if teaching characteristics indicating teacher efficiency could be consistently associated with various stages of career development (analysis was based on results from 103 respondents). The subjects were requested to assign items on the survey to corresponding levels of experience they thought described teachers at certain stages of their career. Results of this study supported the proposed hypothesis and may be used to identify teachers who need staff development. However, further research is necessary to more thoroughly validate the model. (RG)

ED 296 487 EC 210 251

Boswell, Boni; Arbogast, Gary

Causal Attributions of Physical Education Majors and Mentally Retarded Adults.

PUB DATE- 26 Jan 88
NOTE- 38p.
AVAILABLE FROM- Dr. Gary Arbogast, Department of PES, Central Michigan University, Mt. Pleasant, MI 48859.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement; Adults; Attitudes; *Attribution Theory; *Education Majors; *Expectation; Higher Education; *Interaction; Interpersonal Relationship; Locus of Control; *Mental Retardation; Motivation; Performance; *Physical Education; Psychomotor Skills; Self Concept; Self Evaluation (Individuals); Social Cognition; Success

This descriptive study examined the interaction between 25 mentally retarded (MR) adult participants in a physical education setting and 51 physical education majors. The study was designed to identify and analyze the causal attributions of physical education majors concerning MR adults' motor performance, to identify and analyze the causal attributions of MR adults concerning their own motor performance, and to examine the expectancies of both physical education majors and MR adults for future success of MR adults' motor performance. Written questionnaires completed by physical education majors indicated that physical education majors' primary causal categories were unstable, internal, and controllable; and their expectancies appeared to vary according to MR adults' performance. In interviews, MR adults reported the causal categories of effort and intrinsic motive most often; their overall causal dimensions were stable, internal, and uncontrollable; and their expectations were significantly more positive than negative for future success on motor performance. (Author/JDD)

ED 296 501 EC 210 265

EMH Curriculum Guide.
Gwinnett County Schools, Ga.
PUB DATE- Aug 85
NOTE- 101p.; Prepared by the Special Education Department. For related document, see EC 210 264.
AVAILABLE FROM- Dr. J. M. Saulson, Gwinnett County Public Schools, 52 Gwinnett Dr., Lawrenceville, GA 30245.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *Adaptive Behavior (of Disabled); Basic Skills; *Behavioral Objectives; Career Education; *Daily Living Skills; Early Childhood Education; Elementary Secondary Education; Interpersonal Competence; Leisure Time; *Mild Mental Retardation; Minimum Competencies; Self Care Skills; Self Concept; Social Adjustment; Social Experience; Student Educational Objectives

The guide consists of behaviorally stated, developmentally sequenced curriculum objectives for mentally retarded students from preprimary through high school levels. Five major sections present detailed skill objectives in the following areas: (1) basic academic skills (motor development, perceptual development, language development, reading, mathematics, time and calendar, measurement, money, writing, spelling, study skills, and physical education); (2) personal and social awareness (self-identity; interpersonal relations; health, safety, and first aid; social science; and natural science); (3) life skills (daily living skills, household skills, travel, community skills); (4) career education (work habits, career exploration, career preparation); (5) leisure time activities (outdoor recreation; indoor recreation; arts, crafts, and hobbies; public recreational activities). (JW)

ED 296 517 EC 210 285

Walter, Gerard G.; Welsh, William A.

Providing for the Needs of Handicapped Students in a Postsecondary Environment.

Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.
PUB DATE- Oct 86
NOTE- 10p.; For related documents, see EC 210 286-290.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adjustment (to Environment); *College Attendance; *College Students; Deafness; *Disabilities; *Dropout Research; Educational Environment; Etiology; Higher Education; Mainstreaming; *Research Needs; Social Integration; *Student Attrition; *Student Needs; Withdrawal (Education)

The need for postsecondary educational programs for handicapped people is increasing, and colleges and universities need to provide access to postsecondary education. In addition to providing access, they also need to ensure that handicapped individuals are accommodated in the social and educational environment of college. However, it appears that the environment has not sufficiently been adapted to their special educational needs, as large percentages of deaf persons and unknown percentages of other handicapped groups withdraw from colleges and universities without graduating. These findings have a theoretical base in the predictive theory of the persistence/withdrawal process, which indicates that attrition rates will be much higher when low levels of student social and academic integration exist. There is a need for more reliable data on attrition rates; and causes of attrition must be determined, considering such factors as learning disabilities of the handicapped, mobility problems, and communication problems. Institutional researchers must be prepared to describe the dimension of enrolled handicapped persons, their attrition rates, and their use of essential services. Then subgroups of the college population that have unacceptable rates of withdrawal can be identified and plans can be made to meet their special needs. (JDD)

ED 296 531 EC 210 299

Holowinsky, Ivan Z.
Training of Special Educators in Poland.
PUB DATE- 30 Mar 88
NOTE- 18p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Psychology; *Disabilities; *Educational History; Elementary Secondary Education; *Foreign Countries; Inservice Teacher Education; Mainstreaming; Preschool Education; Preservice Teacher Education; Special Classes; Special Schools; *Teacher Education; Teacher Education Curriculum
IDENTIFIERS- *Poland; Regular and Special Education Relationship

Preparation of special educators in Poland is discussed in the context of the history of Polish education, the development of special education in Poland, and demographic and cultural factors. Currently, there are more than 250 special schools for the mentally retarded, as well as a considerable number of special classes within public schools. Various levels of interaction provided for exceptional students within the mainstream include cooperative programs between regular and special schools, and selected activities in regular schools for children from special schools. Until 1973, common practice has been to admit only experienced elementary teachers to the study of special education. Current guidelines recommend that a student in special education should first acquire experience in teaching nonhandicapped children. University preservice and inservice programs provide preparation in the following areas: blind, visually handicapped, deaf, hearing impaired, mentally retarded, severely handicapped, and socially maladjusted. Polish educational psychologists have recently stressed the importance of including psychological foundations in special education teacher training. (JW)

ED 296 545 EC 210 314

Miller, Darcy E.
Do Behaviorally Disordered Adolescents Help and Share?
PUB DATE- Mar 88
NOTE- 26p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Behavior Disorders; Classroom Environment; Comparative Analysis; Cooperation; *Helping Relationship; *Prosocial Behavior; Secondary Education; Self Concept; *Student Behavior; Teaching Methods
IDENTIFIERS- Sharing Behavior

This study examined the types of prosocial behavior exhibited by behaviorally disordered and nonhandicapped adolescents. Seventeen behaviorally disordered adolescents were observed in resource room programs and 20 nonhandicapped adolescents were observed in art classes to determine the frequency of their helping, sharing, cooperating, comforting, defending, donating, and rescuing. Students also completed a self-report form on the frequency with which they engaged in prosocial acts, and four participating teachers completed a prosocial teaching style questionnaire. Results indicated that helping, sharing, and cooperating were the most frequently displayed prosocial behaviors by both groups of adolescents. The behaviorally disordered adolescents displayed significantly more prosocial behavior than the nonhandicapped adolescents in their respective classrooms, though the behaviorally disordered adolescents perceived themselves to be less frequently engaged in prosocial behavior than their nonhandicapped peers. The teachers of the behaviorally disordered adolescents used a prosocial teaching style more frequently than the teachers of the nonhandicapped adolescents. (Author/JDD)

ED 296 559 EC 210 328

Hardin, Susan J.
Jonathan Turner Junior High School Slow Learner Program.
PUB DATE- 30 Jul 87
NOTE- 123p.; Drawings contain light print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Curriculum Development; Junior High Schools; Language Arts; *Learning Problems; Mathematics Instruction; Prediction; *Program Development; Psychoeducational Methods; Reading Instruction; *Remedial Instruction; Science Instruction; *Slow Learners; Social Studies; Special Classes; Teacher Selection; Teaching Methods; *Token Economy; Writing Across the Curriculum
IDENTIFIERS- Chunking

Jonathan Turner Junior High School, in Jacksonville, Illinois, identified 121 7th- and 8th-grade students as being below grade level in one or more subject areas. A special program for slow learners was designed, which called for classes of no more than 20 students. The program was successfully initiated without special funding or added personnel. Procedures for teacher selection and student selection were carefully developed. Proposed teaching strategies emphasized remedial reading, increased retention, experiential learning, improved self-concept, development of organizational skills, etc. The program featured a token economic system where each student received income from attending classes, completing homework assignments, and receiving high grades, and paid fees for renting forgotten supplies and breaking rules. The program also involved "prediction" and "chunking" activities in the reading curriculum, and an interdisciplinary approach to writing assignments and writing requirements. Sample instructional plans are provided for units in social studies, math, and science. Appendices contain: (1) sample language arts units which illustrate differences between the regular curriculum and the slow-learner curriculum, (2) samples of parental correspondence and program evaluation forms, and (3) materials for implementation of the token economic system. (JDD)

ED 296 573 FL 017 378

Reilly, Tarey
Maintaining Foreign Language Skills.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 88
NOTE- 4p.
CONTRACT- RI-88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Affective Behavior; Age Differences; *Cultural Influences; Curriculum Design; Educational Objectives; Instructional Design; *Language Maintenance; *Language Skill Attrition; Second Language Instruction; *Second Languages; Time Factors (Learning)
IDENTIFIERS- *ERIC Digests

Human beings have as great a capacity for losing or forgetting a language as they do for learning one. Many have lost language skills due to a lack of a linguistically appropriate environment in which to use a particular language. Millions of individuals who have studied a second langauge in high school or college for several years have lost the ability to hold the most basic conversation, while others who as children or young people were monolingual speakers of other languages are now monolingual speakers of English, for they are no longer able to speak their mother tongue. Language acquisition and maintenance depend on a variety of factors including the following: (1) instructional factors that relate to the way in which the language is initially acquired, including instructional objectives, intensity of instruction, developmental considerations, and curriculum design; (2) cultural factors that relate to how public attitudes toward bilingualism and the relative prestige of different languages influence the maintenance of a particular language; and (3) personal factors that have related and correlated certain personality traits positively with success in learning foreign languages. Language study that helps the student to use the personal and cognitive strategies used by "expert learners" will enhance the likelihood of language skill maintenance; courses of study in which positive cultural attitudes are fostered and in which maintenance techniques are incorporated will help to prevent attrition. (TR)

ED 296 588 FL 017 469

Smith, Mary E.; Heflin, John F.
An Analysis of ESL/Bilingual Education Policy in Oregon School Districts.
PUB DATE- Apr 88
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Board of Education Policy; Cultural Background; Educational Legislation; *Educational Policy; Elementary Secondary Education; *English (Second Language); *Equal Education; Limited English Speaking; Mainstreaming; Minority Groups; Program Design; Program Evaluation; *School Districts; State Surveys; Student Evaluation; Student Placement
IDENTIFIERS- *Oregon; Policy Analysis

A study of English-as-a-second-language (ESL) and bilingual education policies in Oregon's local school districts analyzed their contribution to equal educational opportunity and quality education for language minority students. A survey of all public school districts in the state elicited information about eight policy areas: identification and assessment, instructional programs, primary language usage, exiting and mainstreaming, recognition of minority students' cultures, parent involvement, instructional personnel, and program evaluation. Responses to questions in these eight areas were analyzed as they relate to three phases of the Policy Process Model (policy formulation, implementation, and impact) and to state and federal law. Among the findings were that: (1) district policy or standards were infrequently mentioned as the basis for implementing ESL/bilingual practices in the schools, implying de facto policy for most districts and practice based on individual program directors' perceptions; (2) while the majority of districts were in apparent compliance with most questionnaire items related to the law, very few and very diverse districts appeared to meet all requirements for compliance with each law at federal and state levels; and (3) only two districts reported policies and practices supporting all of the basic principles for effectively educating language minority students. (MSE)

Foreign Language/Intercultural Program. Your Country and Mine (Fifth Grade). DS Manual 2650.5.

Dependents Schools (DOD), Washington, D.C.

PUB DATE- Apr 88
NOTE- 24p.; For related documents, see FL 017 511-520.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Class Activities; Classroom Techniques; *Cross Cultural Training; Cultural Awareness; Curriculum Guides; Educational Objectives; *Experiential Learning; Geography; Grade 5; History; Intermediate Grades; Second Language Instruction; *Sociocultural Patterns
IDENTIFIERS- *Dependents Schools

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The fifth grade guide contains units on geography, history, and customs and traditions. The guide is illustrated with student art. (MSE)

ED 296 618 HE 021 096

Bennett, James R.
Political Repression in Academia: The Need for an Archive.
PUB DATE- Jan 87
NOTE- 10p.; Paper presented at the National Conference on Academic Freedom (Gainesville, FL, January 15-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; *College Faculty; Educational History; Freedom of Speech; Higher Education; Information Needs; *Intellectual Freedom; *Political Influences; Power Structure; Publications; *Teacher Dismissal; *Teacher Rights; Teacher Selection

Political repression of faculty members and the use of an archive of records to help remedy this phenomenon are discussed. The focus is the use of coercion to compel the behavior of politically dissident faculty members, particularly by the use of dismissal. The archive of records would indicate faculty members fired, not hired, or harassed for their dissent against some aspect of established power. While the emphasis is upon repression of politically left academics, the problem includes sexual, racial, and professional uses of power to benefit some and discriminate against others. After tracing the history of political repression in academia starting in the nineteenth century, it is claimed that an archive would lead to exposure because it would demonstrate the fact of the tenacity of the problem and would attract scholars and lead to publications. As a guide to the workings of repression, the archive would gain political and historical value, and its psychological and moral value to the living victims of repression would be important. Hopefully, the result would be to strengthen the struggle to enlarge freedom of thought and speech and equal rights in academia. Principals for appraisal and selection of documents are considered. 12 references. (SW)

ED 296 631 HE 021 495

The Financial Position of Universities in Ontario: 1988. Report No. 88-6.

Council of Ontario Universities, Toronto. Research Div.
REPORT NO.- ISBN-0-88799-227-7
PUB DATE- Jun 88
NOTE- 79p.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Cost Indexes; *Educational Finance; Employment Patterns; *Expenditure per Student; Expenditures; *Fiscal Capacity; Foreign Countries; Higher Education; Income; *Operating Expenses; Tax Effort; Teacher Salaries
IDENTIFIERS- *Ontario

Data on the financial position of Ontario's universities are provided. Among items covered by the report's 27 statistical tables and 18 graphs are: expenditures per client served, 1977-1987; percentage increase in provincial operating grants and total budgetary expenditures, 1977-1988; growth of Ontario government expenditures and grants to universities relative to the growth of the Ontario Gross Domestic Product, 1977-1988; interprovincial comparisons of operating grants to universities per full-time equivalent student; provincial operating grants for universities per $1,000 of provincial personal income, 1977-1985; interprovincial comparisons of total operating expenses per client; percentage of universities' general operating income, 1986-1987; estimated tax capacity, tax revenue, and tax effort, 1987-1988; capital expenditures and borrowings, Province of Ontario, 1977-1988; salaries and wages, Ontario universities, 1977-1986; comparison of benefit costs, 1977-1988; index of expenditure on library acquisitions; buildings, land and site services, total expenses by province, 1986-1987; and costs of sponsored research and the operating base, 1977-1988. (SW)

ED 296 645 HE 021 515

McLean, Sheila Avrin; Kluger, Rona

U.S. Foundation Giving To Enhance Educational Opportunities for Black South Africans: An Analysis of the Present State of Foundation Funding and A Foundation Inventory. Information Exchange: Working Paper #1.

Institute of International Education, New York, N.Y.

SPONS. AGENCY- AT&T Communications, Inc., New York, NY.; Carnegie Corp. of New York, N.Y.; Edward W. Hazen Foundation, Inc., New Haven, CT.; Estee Lauder Companies, New York, NY.; Ford Foundation, New York, N.Y.; William and Flora Hewlett Foundation, Palo Alto, Calif.

PUB DATE- Nov 87

NOTE- 47p.; For related documents, see HE 021 516-517.

AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017-3580.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; Black Achievement; *Black Education; Blacks; Developing Nations; Donors; *Educational Opportunities; *Endowment Funds; Grants; Higher Education; International Programs; Needs Assessment; *Philanthropic Foundations; Private Financial Support; Surveys

IDENTIFIERS- *South Africa

The Information Exchange, established in 1986 as part of the South African Programs of the Institute of International Education, addresses a need among U.S. corporations, colleges, foundations, universities, churches, etc. for current, accurate information on projects and activities related to enhancing the educational opportunities for black South Africans. This survey was intended to test the validity of the Exchange's assumptions that: (1) increased willingness to consider South Africa-related grantmaking is not necessarily accompanied by adequate knowledge of the field and (2) increased awareness of South Africa's political and social problems among U.S. funders and the general public has created a new receptivity to supporting many efforts to assist black South Africans. The survey is comprised of an analysis of the present state of foundation funding of such activities and a foundation inventory with specific information on South Africa-related policies and grants of individual foundations. Information is provided on the history of U.S. grantmaking to South Africa-related projects; new initiatives in U.S. grantmaking for South Africa; and perceived obstacles to South Africa-related grantmaking. Among the conclusions are these: that there is a growing awareness of the need for U.S. help; foundations might be willing to stretch programmatic guidelines when considering South African-related proposals; and funders venturing into this territory for the first time need more information and assistance. A foundation inventory describes each of the 25 related foundations and their involvement. (SM)

ED 296 657 HE 021 527

Miller, Beth R.
Learning Disabilities, Post-Secondary Education, and You.
PUB DATE- Jun 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Achievement; *Academic Aspiration; *Advocacy; College Attendance; *College Bound Students; College Choice; Counselor Role; Dyslexia; Higher Education; Individual Needs; *Learning Disabilities; Parent Role; Post High School Guidance; Social Support Groups; Student Attitudes; Student Placement; Student Responsibility

Information on successful postsecondary education for students with learning disabilities is provided. Suggestions on preparation and pre-planning for postsecondary education focus on the parents' role during pre-school, elementary school, junior high school, and high school. The school or career center counselor needs to be aware of the special learning needs of students with learning disabilities. The counselor can provide references so the student can research independently the most suitable postsecondary educational option. The student plays a major role in planning for the future and should be encouraged to advocate for himself in conjunction with parental and professional advocacy. Several fact sheets published by Higher Education and Adult Training for People with Handicaps (HEATH) are recommended, and helpful directories are noted. A list of 13 questions to ask when touring a potential choice of institutions of higher education is provided. A special college computer search system available from National Committee for Citizens in Education (NCCE) is described. Helpful tips are given for when postsecondary education becomes a reality (what to do when applying and accepting). Suggestions from dyslexic students at Brown University include exercising discipline in the academic life, sitting up front in classes, using word processors for writing assignments, and becoming familiar with support resources. Contains 7 references. (SM)

ED 296 672 HE 021 575

Newman, James F.
Collective Bargaining in Higher Education. Politics, Law, and Economics of Higher Education.
PUB DATE- Sep 85
NOTE- 29p.; Ed.D synthesis paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Court Litigation; Federal Legislation; Governance; Higher Education; *Political Influences; Teacher Administrator Relationship; *Teacher Employment; *Unions
IDENTIFIERS- *National Labor Relations Board v Yeshiva Univ

The historical background of collective bargaining in higher education is considered, along with some implications for the future. The major purpose of collective bargaining is to lead to an employment contract. Public institutions do not come under the National Labor Relations Board since state actions establish them and they are subject to state authority. Some principals of labor law and contract law are identified, along with issues of institutional politics that affect collective bargaining and the employment contract. In addition to identifying selected federal legislation enacted since 1932 that serve as landmarks for postsecondary education employment, recent historical developments are covered, including the unionization of faculty and the Yeshiva University case. Among the major issues to be settled in the future include: faculty governance, types and duties of committees, selection and duties of administrators, content and access to personnel files, faculty reduction, overload, academic freedom, professional development, job security, and tenure or tenure denial. Additional future concerns include: training for both administrators and faculty in collective bargaining and more staff positions to accommodate collective bargaining. (SW)

ED 296 687 HE 021 594

Newman, James F.
Environmental Scanning as a First Step to Strategic Planning in the M.B.A. Program at Dowling College.
PUB DATE- Oct 85
NOTE- 46p.; Ed.D. Practicum, Nova University. For related documents, see HE 021 587 and HE 021 595.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Administration Education; College Curriculum; College Faculty; College Planning; *College Programs; Higher Education; *Masters Programs; *Program Development; Program Evaluation; Surveys; Teacher Attitudes
IDENTIFIERS- *Dowling College NY; *Environmental Scanning; Strategic Planning

The purpose of this practicum was to determine the strengths, weaknesses, opportunities and threats surrounding the Master of Business Administration (MBA) program at Dowling College (Oakdale, New York), as perceived by the Business Administration Division faculty. Faculty were surveyed to determine perceived strengths, weaknesses, opportunities and threats, and common themes in their responses were identified. A strategic plan was developed, utilizing environmental scanning, which involved examination of the internal strengths and weaknesses and external opportunities and threats. The major weakness ascertained was lack of leadership in the program. In response to this finding, an MBA Director has been elected. A second finding was that a variety of majors, such as Finance and Marketing, are needed to increase the program's scope. Other recommendations included: increase advertising; examine the feasibility of weekend classes and comprehensive examinations before graduation; strengthen admissions counseling; strengthen advisement; examine admissions criteria and possibly make them more stringent; improve the capstone course, "The Management Game;" integrate computers into courses; develop courses in other disciplines; utilize corporate executives as guest lecturers; emphasize thesis writing and utilize English professors; and create an MBA Executive program. Contains 11 references. (KM)

ED 296 700 IR 013 272

Martin, C. Dianne

Use of a Microcomputer to Facilitate the Collection, Analysis and Presentation of Ethnographic Data.

PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Software; *Data Analysis; Data Collection; *Educational Research; Ethnography; *Microcomputers; Research Methodology
IDENTIFIERS- *Apple Macintosh; Hypertext

This description of ways in which a microcomputer can enhance the process of conducting qualitative research uses a multiple site case study in education carried out during 1986-87 as an example (the study examined the mobilization and implementation stages of introducing microcomputers into a majority adopter school district). Specific microcomputer applications are described, i.e., the use of 512K Macintosh computer to facilitate the collection, analysis, and presentation of ethnographic interviews, naturalistic observations, historical documents, and tabular data. Software packages discussed in this context include MacWrite for word processing; FileMaker for creating databases; Multiplan to produce spreadsheets of tabular information; and MacDraw to produce graphs and illustrations for the final research project. Sample output is shown. Also discussed are the potentials of Hypercard, a new software package implementing the concept of hypertext that will enable researchers to organize qualitative data in a relational database. It is concluded that the computer proved especially valuable for tracking themes and for text arrangement, and that it allowed the researcher to collect, analyze, and present the data more efficiently. (21 references) (Author/MES)

ED 296 714 IR 013 397

Chen, Ai-Yen
Computer Education for Singapore Teachers in the Information Age.
PUB DATE- Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; Foreign Countries; Higher Education; *Inservice Teacher Education; *Instructional Development; Networks; *Preservice Teacher Education; *Program Implementation; Programing; Systems Approach
IDENTIFIERS- *Singapore

This paper describes the computer education programs for teachers that have been implemented by the Singapore Institute for Education. After examination of computer education programs in advanced countries, it was determined that the program in Singapore should include the following features: applications-based learning across the curriculum; learning theory-based teaching and software development; and a multi-systems approach for information delivery and networking. The resulting program contains three levels of teacher training: (1) basic knowledge of the computer and networking systems, along with use of the computer as a tool for word processing, preparation of teaching materials, and assessment and administration; (2) design and development of computer assisted instruction; and (3) learning programming and authoring languages and the teaching of these languages to students so that they can develop computer programs. The specific programs developed to provide instruction on these three levels are described, and future possibilities for use of these skills are considered. (17 references) (EW)

ED 296 728 IR 052 384

Saracevic, Tefko
A Course in Information Consolidation. A Handbook for Education and Training in Analysis, Synthesis, and Repackaging of Information. Preliminary Version.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-86/WS/14
PUB DATE- 86
NOTE- 142p.
AVAILABLE FROM- Division of the General Information Programme, Unesco, 7, place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; *Course Content; Course Descriptions; *Curriculum Development; Developing Nations; Documentation; *Information Science; *Information Services; *Library Science; Postsecondary Education; Professional Continuing Education; *Users (Information)
IDENTIFIERS- *Information Consolidation

The course presented in this handbook has four major objectives: (1) to define the nature and environment of information consolidation and describe its role and potential benefits; (2) to survey characteristics of users, methods for user studies, and procedures for marketing and dissemination of information consolidation products and services; (3) to provide a description of and training in various methods for producing information consolidation products for professionals and policy makers; technicians, workers, and communicators/intermediaries; and community groups and mass/popular use; and (4) to provide an overview of elements involved in the establishment and management of information consolidation units and a perspective for information consolidation in different environments. Directed primarily at instructors, educational decision-makers and administrators, especially in developing nations, the handbook begins with a brief description of the course and definitions of information consolidation. An introduction then provides a general description of the role of information in development and the associated information problems that serve as a framework for information consolidation activities. The course description--the major part of the document--is presented in three parts: (1) the design aspects of the course, including its rationale, purpose and objectives, and structure; (2) the course syllabus, which is presented in 13 chapters, each corresponding to a topic treated in the course; and (3) implementation, which includes the organization, presentation, and evaluation of the course. The appendix provides a selective list of organizations in different regions of the world engaged in information consolidation to serve as possible contacts. (29 references) (CGD)

ED 296 742 IR 052 406

Coyle, Patrick
Building Use Policies. SPEC Kit 144.
Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- May 88
NOTE- 115p.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, 1527 New Hampshire Ave. N.W., Washington, DC 20036 ($20.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Aesthetic Values; Behavior Problems; *Design Requirements; *Facility Utilization Research; Higher Education; Library Administration; *Library Facilities; Library Surveys; Needs Assessment; *Policy Formation; Public Service; Questionnaires; *Research Libraries; School Security; Smoking; Use Studies
IDENTIFIERS- Association of Research Libraries; Building Security

This Systems and Procedures Exchange Center (SPEC) flyer/kit addresses some of the needs of Association of Research Libraries (ARL) members regarding library building use and the aesthetics and well-being of the materials and people in the building. The kit draws upon documents gathered as part of a 1986 Quick-SPEC survey that dealt with food and drink, smoking, general building use, and aesthetics. Results of this survey revealed certain trends in library building use: (1) administrators are becoming more sensitive to building aesthetics and are writing policies to regulate them; (2) policies on food and drink in libraries are becoming more restrictive; and (3) management is responding to anti-smoking legislation and sentiment by segregating smokers or through outright ban on tobacco use. The summary of the survey is followed by a more detailed report of the survey results and the questionnaire used; food and drink policies from 16 universities; smoking policies from 14 universities; policies for general building use from 16 universities; and statements on library aesthetics from four universities. These materials were submitted by 36 member libraries. (5 references) (CGD)

ED 296 756 JC 880 311

Dislocated Worker Project.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing.; Sears-Roebuck Foundation, Skokie, Ill.
PUB DATE- May 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Guidance; *Community Colleges; Counseling Services; *Dislocated Workers; *Job Placement; Job Skills; *Outplacement Services (Employment); Program Descriptions; Two Year Colleges; Vocational Education
IDENTIFIERS- Michigan

Due to the severe economic decline in the automobile manufacturing industry in southeastern Michigan, a Dislocated Workers Program has been developed through the partnership of the Flint Area Chamber of Commerce, three community colleges, the National Center for Research in Vocational Education, the Michigan State Department of Education, the United Auto Workers (UAW)-General Motors (GM) Human Resource Center, and the University of Michigan at Flint. The purpose of the program is to identify job openings; identify tasks essential to performing the jobs; assemble curriculum material for job-specific training programs of 1 year or less; and place laid-off UAW-GM members into full-time jobs paying $5.50 or more per hour. This report on the Displaced Workers program outlines or offers brief descriptions of the following program components: (1) funding sources; (2) the job analysis process used to identify and validate training targets; (3) project activities; (4) the displaced worker intake process; (5) the job placement process; (6) the job training curriculum development process; (7) project objectives; (8) dates and topics of workshops for community college personnel; (9) community college curricula identified as appropriate for retraining purposes; and (10) program participants. A breakdown of occupations according to their rank within the training and placement interests of the UAW-GM Human Resource Center is attached. (MDB)

ED 296 770 JC 880 330

Bell, James

A Guide to Critical Thinking for Maryland Social Scientists: A Summary Report of Ideas and Resources.

PUB DATE- Aug 88
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; Content Area Reading; Content Area Writing; *Critical Thinking; *Evaluative Thinking; *Problem Solving; *Psychology; *Social Sciences; Two Year Colleges

Designed for community college social science instructors, this compilation of materials provides an overview of the literature on critical thinking. Following introductory comments, ideas are presented concerning the importance of teaching critical thinking, the conflicting opinions about the essence of critical thinking, the pros and cons of teaching critical thinking, problems in defining the concept, and seven steps involved in critical evaluative thinking. The next sections focus on: (1) seven considerations in deciding what to teach; (2) the components of critical thinking (i.e., understanding, analyzing and evaluating a secondary source; developing criteria to evaluate evidence; evaluating a primary source; and writing papers which require the creation of arguments and the evaluation of evidence); (3) ways to develop or reinforce students' disposition toward effective thinking; (4) the attitudes or characteristics of critical thinkers; (5) ways in which instructors can help students become better critical thinkers; (6) the assessment of thinking skills; and (7) ideas on initiating critical thinking instruction. Next, 13 examples are provided, illustrating class projects or individual assignments used by social science instructors to develop critical thinking skills. 250 references. (MDB)

ED 296 784 PS 017 414

Martin, Arlene L.
The Complete Preschool Program.
REPORT NO.- ISBN-155691-008-8
PUB DATE- 87
NOTE- 149p.
AVAILABLE FROM- Arlene Martin, Children's Preschool World, Inc., 2866 North 33rd Street, Galesburg, MI 49053 (Paper, $19.95, plus $2.00 shipping. Michigan residents should add 4% sales tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Charts; Check Lists; Family School Relationship; *Learning Activities; *Lesson Plans; Models; *Preschool Curriculum; Preschool Education; *Program Administration; Record Keeping; *School Schedules

This book provides beginning preschool teachers with an easy-to-follow program for immediate use, and experienced teachers with ideas and activities suitable for integration into existing programs. Chapter 1 presents a recommended model for a daily preschool schedule, along with a task-by-task description of a typical day's responsibilities for the teacher, the teacher's assistant, and the children. Chapter 2 consists of 67 theme-related lesson plans which are meant to serve as models for teachers to use in creating more personalized plan variations. Chapter 3 contains a variety of classroom charts and lesson cards which are frequently referred to for use in many of the daily lesson plans. Chapter 4 provides an informed sampling of ready-to-use ideas for teachers to customize and incorporate into the daily lesson plans. Chapter 5 treats a variety of typical school management considerations and offers models for dealing with critical organizational needs. The chapter's checklists, forms and guidelines are designed to provide criteria and documents to use in recording assessments of children's skills and progress. The section on interaction between the home and school contains specific recommendations for facilitating harmonious and productive relations among the school staff, children, and parents. (RH)

ED 296 798 PS 017 456

Anderson, Fay B.
On-Site Program To Increase Affective Interaction by Caregivers in Preschool Centers.
PUB DATE- 88
NOTE- 103p.; Ed.D. Practicum, Nova University. Many pages in appendix section of document contain small/marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Affective Behavior; *Child Caregivers; *Classroom Communication; Continuing Education; *Day Care Centers; Discipline; Individualized Instruction; Inservice Teacher Education; Interaction Process Analysis; Preschool Education; *Preschool Teachers; Psychoeducational Methods; Self Evaluation (Individuals); *Teacher Improvement; Teacher Student Relationship

A teacher of child care courses at the college level implemented a practicum designed to encourage caregivers in five group day care settings to express a greater level of positive affect toward children. Training needs at the preschool centers were assessed and caregivers were videotaped as they carried out normal activities with their groups of children. Each caregiver then set personal goals, such as using positive ways of getting attention, and telling children what behaviors were desired rather than saying, "no," and, "don't." The trainer visited each caregiver in five day care centers once each week to encourage and model such behaviors. Five booklets dealing with one or more of the greatest assessed needs were produced and distributed for study and homework. At the end of the intervention, caregivers were again videotaped in interaction with children. Both trainer and caregiver rated the interactions, and the guide provided a verbal critique which emphasized the caregiver's growth. Practicum evaluation data indicated at least a 25 percent improvement in room- and observation-related awareness, unsolicited positive interactions with children, responses to children's bids for attention, and positive discipline approaches. Many related materials, including the training booklets, are appended. (RH)

ED 296 812 RC 016 582

Cajete, Gregory A.
Motivating American Indian Students in Science and Math. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-88-02
PUB DATE- Jan 88
NOTE- 15p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
CONTRACT- 400-86-0024
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *American Indian Education; American Indians; Cultural Differences; Elementary Secondary Education; Family School Relationship; Learning Activities; Learning Motivation; *Learning Strategies; *Mathematics Instruction; *Relevance (Education); *Science Instruction; Student Characteristics; *Student Motivation; Student Needs; Teacher Role; Teaching Methods
IDENTIFIERS- ERIC Digests

The digest summarizes major characteristics of American Indian student needs in the disciplines of science and math and offers constructive ways in which students may be motivated for greater achievement. Motivational, attitudinal, and behavioral factors contributing to avoidance of science and math by American Indian students are identified: conflicts between home and school regarding the purpose/importance of school; movement away from lessons in context and interdisciplinary approaches toward more structured and linear approaches in junior high; and a social organization of lesson presentation which is less group oriented and more authoritarian. Characteristics of American Indian students' learning styles which may affect science and math motivation are outlined: seeing and listening, practicality, caution, and field sensitive orientation. Suggestions for teaching science and math as creative processes and cultural systems of knowledge include: deriving creative content from students' immediate environment; integrating contemporary American Indian issues and concerns with related scientific information; utilizing American Indian culturally based content; establishing learning situations which are experientially based; incorporating creative writing as part of the presentation of science and math content; presenting art as an ideal vehicle for creativity in science and math; and exploring effects of technology on human lifestyles. (NEC)

ED 296 824 RC 016 612

Indian Self-Determination and Education Assistance Act Amendments of 1987--Part II. Hearing on S. 1703 To Amend the Indian Self-Determination and Education Assistance Act, before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (October 2, 1987).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

REPORT NO.- Senate-Hrg-100-369-Pt-2
PUB DATE- 88
NOTE- 146p.; Some pages contain small, light type. For Part 1, see RC 016 611.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indians; Economic Development; Educational Finance; Elementary Secondary Education; *Federal Indian Relationship; Federal Legislation; Financial Support; Government Role; Hearings; Legal Responsibility; Primary Sources; *Self Determination; Tribal Sovereignty
IDENTIFIERS- Congress 100th; *Indian Self Determination Education Assistance Act

This document contains the text of a Senate hearing called to examine proposed amendments (S.1703) to the Indian Self-Determination and Education Assistance Act (Public Law 93-638) and includes the language of the proposed amendments. The bill primarily addresses federal funding for tribal governments, federal Indian affairs programs, and Indian economic development. Statements are given by Ross O. Swimmer, Assistant Secretary for Indian Affairs; Dr. Everett Rhoades, Director of the Indian Health Service; and William R. Allen, Chairman of the Jamestown Klallam Tribe. Two attorneys, Reid Chambers and Eric Eberhard, comment on the Federal Tort Claims Act as it applies to Indian tribes engaged in providing social services mandated by U.S. law. Issues discussed include the use of contracts as a mechanism to provide the tribes with federal funds, indirect cost determinations and provision of funds to cover them, and administration of the Act. Two reports,

"Audit of Methods of Reimbursing Indian Organizations for Indirect Costs Incurred" and "Trend Analysis Using Data Available From the Indirect Cost Rate Negotiation Process with Indian Tribes," prepared by the Department of the Interior are appended. (DHP)

ED 296 839 RC 016 656

Dewalt, Mark W.; Troxell, Bonnie

Case Study of an Old Order Mennonite One-Room School.

PUB DATE- Apr 88
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *One Teacher Schools; *Religious Cultural Groups; Rural Schools; Traditionalism
IDENTIFIERS- *Mennonites; Pennsylvania

An Old Order Mennonite one-room school in Pennsylvania was selected for this case study, which describes the building, curriculum, methods of instruction in reading, students and teacher. The study conducted interviews of school and community members together with modification of Flander's (1974) interaction analysis to collect quantitative verbal interaction data. It also used modification of a 1984 observation system described by Cooper (1984) to collect time-on-task behavior of the students. The study found that the students spent most of their time working on individual assignments and that the Mennonite heritage permeated the school. This heritage stresses literacy and the need for hard work as life skills. The teacher taught as she was taught in the historic tradition of the one-room school. The study includes list of the school's daily schedule, text, curriculum, classroom behaviors, attendance record, survey questions, floor plan and 14 references. (Author/TES)

ED 296 460 EA 020 120

Jordan, K. Forbis
School Assistance for Federally Affected Areas (Impact Aid): Background and Reauthorization Options for P.L. 81-874. CRS Report for Congress 87-606 EPW.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- 15 Jul 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Federal Aid; *Property Taxes; *School Districts; *School Taxes
IDENTIFIERS- *Impact Aid

Since 1951, Federal impact aid payments under P.L. 81-874 have been made to local educational agencies (LEAs) for (1) the education of pupils residing with parents who live and/or work on federal property or have a parent in the uniformed services of the United States; and (2) for the loss of tax revenue attributable to the Federal Government's purchase of land. In fiscal year 1987, section 3 (education of pupils) payments were $663 million and section 2 (loss of tax revenue) payments were $22 million. The 100th Congress is considering this program's reauthorization. This paper summarizes the payment procedures, participation levels, and proposed reauthorization options. Under the formula for calculating section 3 payments, the three principal factors are the LEA's local contribution rate, or payment per pupil amount; types of pupils eligible for payment; and payment index (extent of burden) for each type of pupil. Annual appropriations acts for the Department of Education have placed further constraints on impact aid payments. Legislative proposals have been presented by the Administration and the National Association of Federally Impacted Schools, the principal membership group representing LEA's receiving impact aid payments. Options may be classified under five categories: method for counting pupils, payment amounts per pupil, supplemental funding, thresholds for LEA payment eligibility, and program administration. Included is an appendix explaining categories of federally connected students. (MLH)

ED 296 474 EA 020 164

Nebor, Jon N.
The Role of the Supervisor as an Instructional Leader.
PUB DATE- Aug 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Characteristics; Administrator Responsibility; *Administrator Role; *Department Heads; Elementary Secondary Education; Instructional Improvement; *Instructional Leadership; *Leadership Qualities; Leadership Responsibility; Supervisors; Teacher Administrator Relationship

Instructional leadership is one of the most important roles of supervisors. Supervisors lead other teachers in instruction to make them as effective as possible. They also lead teachers in developing and implementing an effective plan of instrution. The increasing complexity of teaching demands more help from supervisors and thus increases the complexity of the leadership role. Supervisors have to adapt to meet the needs of the people and the particular environment rather than practice a normative kind of leadership. Further, they must develop solutions for each individual problem as it arises rather than use "prefabricated" answers for any problem. Supervisors actively participate in the school's instructional program; for instance, they constantly evaluate the program and work with teachers so as to get the best results with students. Instructional leaders improve the quality of instruction by furthering professional growth for all teachers; in-servicing contributes toward accomplishing this end. Supervisors should be flexible enough to deal with any situation and should maintain a good relationship with their staff. For example, they should consider teacher input; help teachers to do their job; listen to and empathize with teachers concerning their problems; facilitate communications; and alleviate anxiety. The characteristics of good supervisors are originality, popularity, sociability, good judgment, good humor, cooperativeness, and the ability to inspire trust; however, the improvement of instruction is the first priority. Attached are 12 references. (RG)

ED 296 488 EC 210 252

Walter, Gerard G.; Welsh, William A.
Characteristics and Success of Deaf Students at RIT in Three Types of Educational Environments.
Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Sep 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Admission Criteria; Assistive Devices (for Disabled); Basic Skills; Certification; *College Admission; College Programs; College Students; Communication Aids (for Disabled); *Deafness; *Educational Environment; Education Work Relationship; Employment Opportunities; *Hearing Impairments; Higher Education; Individual Differences; Partial Hearing; Prerequisites; *Remedial Instruction; Student Characteristics; Student Personnel Services
IDENTIFIERS- *National Technical Institute for the Deaf; Rochester Institute of Technology NY

The cohort of deaf students attending Rochester Institute of Technology (RIT) from 1976-1980 were grouped into three categories, depending on their educational environments during matriculation: students registered in programs at the National Technical Institute for the Deaf (NTID); in programs both at NTID and in at least one of the other colleges of RIT; and in programs only in other RIT colleges. Analysis of student differences based on category indicated that: (1) significant differences were evident in entering achievement skills among the three categories, with students enrolled only at NTID having the lowest measured achievement skills; (2) rates of achieving some level of certification differed among the three categories; (3) students who received Bachelor of Science degrees after majoring in both NTID and another college of RIT took a significant amount of technical and basic skills coursework at NTID to qualify for coursework in the other colleges; and (4) students receiving higher levels of certification (associate and bachelor degrees) obtained better and higher paying jobs. Overall, at least 97% of deaf RIT students required extensive remedial education, systematic alterations to the delivery of instruction, and other services offered through NTID to enable them to receive a college degree. (Author/JDD)

ED 296 502 EC 210 266

Cain, Darlene; And Others
STEPS Handbook: Successful Transition to Employment for People with Special Needs.
Gwinnett County Schools, Ga.
PUB DATE- Aug 85
NOTE- 27p.; Prepared by the Special Education Department. For a related document, see EC 210 265.
AVAILABLE FROM- Dr. J. M. Saulson, Gwinnett county Public Schools, 52 Gwinnett Dr., Lawrenceville, GA 30245.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Daily Living Skills; *Disabilities; *Education Work Relationship; Employment Potential; Job Skills; *Normalization (Handicapped); *Prevocational Education; Secondary Education; Vocational Adjustment; Vocational Evaluation; *Vocational Rehabilitation; Work Experience; Work Study Programs; Youth Opportunities

The guide describes the STEPS program: Successful Transition to Employment for People with Special needs. Step I begins as a prevocational curriculum in the ninth grade, with students doing hands-on tasks in the classroom and school environment, while receiving related classroom instruction. Step II provides a continuation of activities in Step I and adds optional referral to the Division of Rehabilitation Services, work evaluations, vocational assessments, and part-time community work experience. Step III introduces training for future employment and beginning work experience, such as chores at home, jobs around the school, and volunteer work. Some 11th and 12th graders may also be ready for the vocational training offered at the county career centers. Work study and summer youth programs are additional alternatives for older students. Step IV, "Maintaining Employment," is typically reached in the twelfth grade. This final step provides job training and work evaluation through incorporating all previous steps: preparing for employment, vocational skills assessment, training, and beginning work experience. The guide also includes suggestions for parents in assisting their child's transition from school to work, jobs typically available for disabled students, common mistakes made by young people in beginning their job search, and parent, student, and teacher checklists. (JW)

ED 296 518 EC 210 286

Foster, Susan

Social Alienation and Peer Identification: A Dialectical Model of the Development of Deaf Community.

Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 87
NOTE- 30p.; For related documents, see EC 210 285-290.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Alienation; College Graduates; *Deafness; Family Relationship; Friendship; Higher Education; *Identification (Psychology); Individual Needs; Interaction; *Interpersonal Relationship; Interviews; *Peer Relationship; Rejection (Psychology); Social Adjustment; Social Attitudes; *Social Isolation
IDENTIFIERS- *Deaf Community

This paper explores the role of social rejection and peer identification in the development of deaf community, by analyzing interactions through which deaf people are alienated from hearing people and identify with other deaf people. Life history interviews were conducted with 25 graduates of the National Technical Institute for the Deaf. The respondents described experiences of alienation which recurred over a lifetime of interactions with hearing people. Respondents frequently described themselves as isolated within their family, due to poor sign language skills of family members. During their school years, the interviewees continued to experience social rejection and isolation in interaction with hearing peers and found social acceptance and community with deaf peers. They later faced social alienation in their interactions with hearing people at work, while experiencing companionship and shared identity through relationships with deaf people in the community. Interviewees turned to deaf people in order to meet specific needs which were not met through interactions with hearing people: real conversation, information, close friendships, and a "family" relationship. An interactionist approach to understanding deaf community illustrates that, through accommodation and a greater acceptance of individual differences, the larger community can embrace all its members. (JDD)

ED 296 532 EC 210 300

Benmaman, Virginia; Schenck, Susan J.

Language Variability: An Analysis of Language Variability and Its Influence upon Special Education Assessment.

Charleston Coll., SC.

PUB DATE- 86

NOTE- 140p.

GRANT- G008300050

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)

DESCRIPTORS- *Black Dialects; *Educational Diagnosis; Elementary Education; English (Second Language); *Gullah; *Interference (Language); Language Patterns; Language Proficiency; Language Tests; *Learning Disabilities; *Mental Retardation; Nonstandard Dialects; Second Language Instruction; Student Placement; Verbal Communication

IDENTIFIERS- South Carolina (Charleston); Wechsler Intelligence Scale for Children (Revised)

This 3-year research project sought to determine whether language differences between Gullah-influenced and English speaking students in Charleston County (South Carolina) influenced test performance and subsequent interpretation of test results. A sample population of 503 educable mentally handicapped, learning disabled, and regular students (ages 7-14) were separated into two groups: those in each category who spoke standard English, and those who were Gullah-influenced. Correlations between Full Scale Intelligence Quotient (FSIQ) scores and mean language assessment scores were calculated for the two groups in each of the three categories. Results indicated that degree of control of standard English significantly affected student performance on the WISC-R (Wechsler Intelligence Scale for Children--Revised). Educational implications for possible misdiagnosis and placement are discussed in the context of an examination of the referral process in Charleston County. It is recommended that black students exhibiting Gullah influence in their speech patterns be assessed for special education placement in a manner which does not discriminate against their primary speech patterns. The degree of control of standard English must be determined. Rather than referral for special education, classes in standard English usage should be available to all students who need such instruction. (JW)

ED 296 546 EC 210 315

Hardaway, Pamela
Inservice Training of Special Educators in Special Education Law.
PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Disabilities; *Educational Change; *Educational History; *Educational Legislation; Educational Practices; Federal Legislation; Higher Education; Inservice Teacher Education; Knowledge Level; Special Education; *Special Education Teachers; *Teacher Education

This research review examines the historical development of training programs for special education teachers, beginning with their apprenticeship at residential institutions for handicapped children. Federal legislation brought about reform in the preparation of special education teachers, by authorizing grants to universities and colleges to train personnel working with the handicapped. The need for inservice training was brought about by rapid changes in the field of special education, causing school systems, state education agencies, and professional organizations to seek to broaden and update the skills and knowledge of school personnel. Efforts are now being made to identify quality practices in the preparation of special education personnel. In conjunction with this, researchers have studied the topics of teacher competencies, teacher certification, and classroom problems, among others. Though few empirical studies were located concerning the legal aspects of Public Law 94-142, researchers have suggested that teachers should become more acquainted with the legal elements of their profession. (JDD)

ED 296 560 EC 210 329

Vasquez-Chairez, Maria; MacMillan, Robert C.
Creating School-Site Change through Collaborative Consultation.
PUB DATE- Mar 88
NOTE- 17p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Agents; *Consultation Programs; *Delivery Systems; *Disabilities; Elementary Secondary Education; *Resource Teachers; *Special Education; State Legislation
IDENTIFIERS- California

The paper presents an alternative service delivery model for special education. Problems with the current delivery model include tests, labeling, overrepresentation of racial and ethnic minorities, and lack of generalization from the resource setting to the regular classroom. The alternative model would allow more students to be served without being labeled and increase collaboration between general education and special education programs. Change agents are described including California law, current research, and directives from the Federal Government. Collaborative consultation is promoted as an alternative vehicle to facilitate school-site change. The triadic model of collaborative consultation in which a variety of persons may serve as either consultant, mediator, or target is described. Characteristics of successful consultation programs are identified and include administrative support, a sense of shared ownership, a consistent and responsive total school instructional core curriculum, and quality paraprofessionals. (DB)

ED 296 589 FL 017 471

Barnwell, David
Who Is To Judge How Well Others Speak? An Experiment with the ACTFL/ETS Oral Proficiency Scale.
PUB DATE- 12 Oct 86
NOTE- 11p.; Paper presented at the Eastern States Conference on Linguistics (Pittsburgh, PA, October 12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Higher Education; *Interrater Reliability; Language Teachers; *Language Tests; *Rating Scales; Second Language Instruction; Spanish; *Test Reliability
IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines; *Oral Proficiency Testing; University of Pittsburgh PA

A study examined inter-rater reliability on the American Council on the Teaching of Foreign Languages/Educational Testing Service (ACTFL/ETS) oral language proficiency rating scale. Seven raters, all elementary or intermediate college Spanish teachers given only brief formal training in the use of the scale, evaluated recorded interviews with Spanish students at varying proficiency levels. The ratings were paired for comparison and the pairs were categorized as being in perfect agreement, acceptable disagreement (indicating disagreement by one subdivision of the rating scale), or total disagreement. Over 41 percent of the paired ratings were found to be in perfect agreement, almost 45 percent were in acceptable disagreement, and less than 14 percent were in total disagreement. The majority of disagreements were within a particular level rather than across levels. The results suggest a high degree of concordance between raters, with comparatively inexperienced raters reaching acceptable levels of agreement in most cases. The continuing need for native speaker input in the test construction and administration processes is emphasized. (MSE)

ED 296 605 FL 017 517

Foreign Language/Intercultural Program. Your World and Mine (Sixth Grade). DS Manual 2650.6.

Dependents Schools (DOD), Washington, D.C.

PUB DATE- Apr 88
NOTE- 31p.; For related documents, see FL 017 511-520.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Athletics; Class Activities; Classroom Techniques; *Cross Cultural Training; Cultural Awareness; Curriculum Guides; Educational Objectives; Environmental Education; Experiential Learning; *Foreign Countries; Global Approach; Grade 6; Intermediate Grades; International Organizations; *International Relations; Language Role; Second Language Instruction; Tourism; World Affairs
IDENTIFIERS- *Dependents Schools

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The sixth grade guide contains units on the relationship of the host nation to international organizations, contributions of the host nation to world culture, the host nation in the context of world history, the culture of the host nation's language in today's world, visiting interesting places in the host nation, host nation sports in regional and international competition, and host nation ecological problems in today's world. The guide is illustrated with student art. (MSE)

ED 296 619 HE 021 221

David, Larry M.

Gaining Faculty and Administrative Support for Student Success Courses. Second Edition.

College Survival, Inc., Rapid City, SD.
PUB DATE- 88
NOTE- 32p.
AVAILABLE FROM- College Survival, Inc., 2650 Jackson Boulevard, Rapid City, SD 57702-3474 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; *College Students; Higher Education; *Minicourses; *School Holding Power; *School Orientation; Seminars; Skill Development; Student Adjustment; *Student Development; Success; Teacher Participation

A guide to implement, expand, or improve an extended college orientation course on campus is presented. Student success courses and extended orientation programs help students learn to be more effective in school and improve student performance and retention. These courses are sometimes designed for honors students, returning adults, athletes, undeclared majors, majors by discipline, or all entering freshmen. They do not include remedial and study skills courses. Course content generally includes academic skills, life management skills, and information pertinent to the school and community. Specific topics may include library skills, college-level reading, test-taking, creativity, wellness, institutional policy, and career planning. Potential benefits for students are identified, along with strategies for beginning or reinforcing a student success course and ways that faculty and administrators can help the course succeed. The following elements of an effective course framework are considered: the course should be credit-bearing, mandatory, and presented over time; it should contain 30 or more contact hours; and it should be well-scheduled, facilitated by top instructors, and advertised to students. Advice on what to do when people do not support the proposed changes is offered, and studies are described that provide support for the extended orientation approach. (SW)

ED 296 632 HE 021 496

Simeone, Angela
Academic Women Working towards Equality.
REPORT NO.- ISBN-0-89789-114-7
PUB DATE- 87
NOTE- 161p.
AVAILABLE FROM- Bergin & Garvey Publishers, 670 Amherst Road, South Hadley, MA 01075 ($10.95 paper copy--ISBN-0-89789-114-7; $29.95 cloth copy--ISBN-0-89789-111-2).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Rank (Professional); Affirmative Action; Blacks; *Career Choice; College Faculty; *Employment Practices; Family Status; Higher Education; Interprofessional Relationship; Marital Status; Mentors; Minority Groups; *Personnel Policy; Salary Wage Differentials; Scholarship; Teacher Attitudes; Teacher Role; Teacher Salaries; Tenure; *Women Faculty

The status of efforts to achieve equality for women faculty members in higher education is considered. The method used by Jessie Bernard in "Academic Women" is replicated: presenting a wide variety of studies pertaining directly or indirectly to faculty women and then suggesting larger trends indicated by the findings. In addition, interviews were conducted with 20 female faculty members at a large, prestigious, northeastern research university representing a wide range of disciplines. Topics of discussion cover: career choices and the factors that lead women to these choices; the formal indicators of women's status in academe, such as salary, rank, and tenure; the differences in perceptions of women and men faculty members as well as their interpretation of their academic role; the informal relationships between academic women and their colleagues and sponsor/mentor relationships between women students and faculty members and between junior and senior faculty members; and marital status--the problems women face in reconciling career and family choices, and the institutional supports and barriers they encounter. (SW)

ED 296 658 HE 021 528

Self-Study for NYS Education Department. Roberts Wesleyan College.
Roberts Wesleyan Coll., Rochester, NY.
PUB DATE- 1 Feb 88
NOTE- 474p.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Educational Assessment; *Educational Quality; Higher Education; *Institutional Evaluation; Private Colleges; Program Effectiveness; *Program Evaluation; *Self Evaluation (Groups); Statistical Analysis; Teacher Education Programs
IDENTIFIERS- *New York; *Roberts Wesleyan College NY

The self-study of Roberts Wesleyan College, prepared for the New York State Education Department (NYSED) Self-Study is provided. The Middle States Self-Study committees were used for review and editorial purposes in the NYSED Self-Study. Information is included on: programs used in the review, curricula and awards, faculty, admissions, administration, and resources. The teacher education program was found to be particularly dynamic. Eleven appendices include information on current goals for the six academic divisions and for teacher education programs; check sheets for teacher education and other programs; information and forms used during student teaching and during observation or participation; draft of a proposed elementary education program; statement of the affirmative action program; advisement materials; Keating Library student evaluation questionnaire; and materials on facilities, equipment, and resources supporting education programs. Contains 17 tables and 22 figures. (SM)

ED 296 673 HE 021 576

Residence of First-Time Freshmen in Institutions of Higher Education, Fall 1986. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-225
PUB DATE- Jun 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; Higher Education; *In State Students; National Surveys; *Out of State Students; *Place of Residence; Private Colleges; Public Colleges

Narrative and statistical summaries are presented of the results of the 1986 Residence of First-Time Student survey, which is conducted as part of the Integrated Postsecondary Education Data System by the National Center for Education Statistics. The analysis is based on data reported on degree-seeking students by the 2,743 colleges and universities in the 50 States and the District of Columbia (D.C.) that responded to the survey. In fall 1986, 15% of the first-time freshmen in U.S. higher education institutions crossed a state line to attend college. Net migration is defined as the difference between the number of first-time freshmen who come into a state to attend college and the number who leave their home state to attend college elsewhere. Data are provided on the net migration of all first-time freshmen for each state and D.C. Thirty-one states had a net gain of first-time freshmen in 1986, while 20 states experienced net losses. Additional results include: 34% of all first-time freshmen and 32% of all out-of-state first-time freshmen were enrolled in public four-year institutions; and 86% of the students enrolled in these schools were state residents, with only eight states having fewer than 75% from within the state. (SW)

ED 296 688 HE 021 595

Newman, James F.
A Comparison of the Rate of Success between Provisionally Accepted and Initially Matriculated Students in the Dowling Master of Business Administration Program.
PUB DATE- Oct 86
NOTE- 46p.; Ed.D. Practicum, Nova University. For related documents, see HE 021 594 and HE 021 587.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; Academic Standards; *Admission Criteria; *Business Administration Education; College Admission; *Dropout Rate; Failure; *Grade Point Average; Graduate Study; Higher Education; *Masters Programs; *Performance Factors; School Holding Power; Selective Admission; Success
IDENTIFIERS- *Dowling College NY

This study was conducted to determine if there was a significant difference in the rate of success between initially matriculated and provisionally accepted students in the Master of Business Administration program at Dowling College (Oakdale, New York). Provisionally accepted students have met all admissions criteria except that they have scored less than 950, a score calculated by adding the Graduate Management Admission Test score to 200 times the undergraduate cumulative grade point average. An investigation into graduates' scores and grades revealed that a total of 87 were initially matriculated and 33 provisionally accepted. Statistical analyses, however, revealed no obviously significant difference between the grade point averages of the two groups; hence it was felt that evidence from the dropout rates would be needed to substantiate certain recommendations. When the transcript files were examined, it was found that 274 provisionally accepted students and 114 initially matriculated students had dropped out of the program, facts that added weight to the recommendations made. Recommendations included: procedures for maintaining dropout data need to be improved; the admissions score criterion should be more stringent and carefully adhered to; retention procedures should be studied and the best implemented; and admissions criteria and procedures in general should be studied, and admission decisions should be made by the admissions committee of the Master of Business Administration program. A 24-item bibliography is appended, as well as a 15-item reference list. (KM)

ED 296 701 IR 013 325

Dede, Christopher J.; And Others
Intelligent Computer-Assisted Instruction: A Review and Assessment of ICAI Research and Its Potential for Education.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 85
NOTE- 117p.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Intelligence; *Computer Assisted Instruction; *Computer Software; Computer System Design; Mathematical Models; State of the Art Reviews; Technological Advancement
IDENTIFIERS- *Intelligent CAI Systems; Knowledge Representation

The first of five sections in this report places intelligent computer-assisted instruction (ICAI) in its historical context through discussions of traditional computer-assisted instruction (CAI) linear and branching programs; TICCIT and PLATO IV, two CAI demonstration projects funded by the National Science Foundation; generative programs, the earliest application of artificial intelligence in education; mathematical models of learning; and recent developments such as dialogue-based tutorial systems. The second section describes ICAI systems and their components, i.e., the expertise module and types of knowledge representation schemes; the student module; and the communication module. Several examples of ICAI systems--SCHOLAR, WHY, SOPHIE, BUGGY & DEBUGGY, GUIDON, WEST, and GEOMETRY TUTOR--are presented in the third section, and the fourth looks at major themes in ICAI research and the current capabilities of ICAI systems. The fifth section discusses the potentials of ICAI for education and its implications for teachers, students, administrators, and researcher/developers. (77 references) (MES)

ED 296 715 IR 013 398

Bonk, Curtis J.

The Effects of Convergent and Divergent Computer Software on Children's Critical and Creative Thinking.

PUB DATE- Apr 88
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Tests; Comparative Analysis; Computer Assisted Instruction; *Computer Software; *Convergent Thinking; *Creative Thinking; *Critical Thinking; *Divergent Thinking; Elementary Education; *Elementary School Students; Intermode Differences; Microcomputers; Skill Development
IDENTIFIERS- Apple Microcomputers

This study was undertaken to determine whether convergent or divergent computer software better enhances children's critical and creative thinking skills. Subjects were 40 elementary students (4th, 5th, and 6th grades), who were randomly assigned to either convergent or divergent software treatment. These students interacted for 25 hours with numerous software packages designed to encourage the thinking skills of their treatment. Three tests were then administered: Schaefer's Creative Attitude Survey, the Torrance Tests of Creative Thinking, and the Cornell Critical Thinking Test. As hypothesized, subjects in the divergent group scored higher than the convergent group on all 14 measures within the creative thinking test. However, only one of the 14 comparisons was at a significant level. No differences were found on either the critical thinking test or the creative attitude survey. A listing of packages used by each group and a table displaying statistical data are appended. (24 references) (Author/EW)

ED 296 757 JC 880 313

University of Nevada System Community Colleges Enrollment Report, Fall 1987.
Nevada Univ. System, Reno.
PUB DATE- Dec 87
NOTE- 11p.; Prepared by the Office of Academic Affairs.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; *Enrollment; *Enrollment Trends; *Full Time Equivalency; Full Time Students; Part Time Students; State Surveys; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *University of Nevada System

This report highlights enrollment trends in the University of Nevada System's (UNS's) community colleges, focusing on changes between fall 1986 and 1987. The data and graphs contained the in the report indicate that: (1) in fall 1987, the community colleges of UNS served 28,785 students, an increase of 7% from fall 1986 and of 36.4% from fall 1981; (2) the community colleges enrolled 8,442 full-time equivalent (FTE) students, an increase of 7.6% from fall 1986 and of 24.6% from fall 1981; (3) 90% of the community college students were enrolled part-time; and (4) part-time students grew from 87% of the total enrollment in 1981 to 90% in 1987. Data are provided for each of the four community colleges in the UNS for fall 1981 through 1987, including total headcount, FTE enrollments, and percentages of full- and part-time enrollments. In addition, program enrollment data, information on state-supported enrollment, and summer session headcounts are presented. (MDB)

Bogart, Quentin J.; Galbraith, James D.
Marketing America's Community Colleges: An Analysis of National Marketing Efforts of Community Colleges. A Final Report on the MECCA Project to the Council of North Central Community and Junior Colleges.
PUB DATE- Apr 88
NOTE- 23p.; Special condensed summary report presented at the Annual Conference of the American Association of Community and Junior Colleges (68th, Las Vegas, NV, April 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Institutional Advancement; Institutional Characteristics; *Marketing; National Surveys; *Public Relations; *Student Recruitment; Technical Institutes; Two Year Colleges
IDENTIFIERS- Educational Marketing

In 1987, a study was conducted through the Marketing Efforts of Community Colleges in America (MECCA) project to assess the scope and status of marketing/institutional advancement efforts among two-year institutions. Questionnaires were mailed to marketing officials at 331 community, junior, and technical colleges, requesting information on institutional characteristics, place of the marketing program within the organizational structure, planning, foundation and financial support, student recruitment efforts, public relations and institutional image, efforts to promote external support, minority recruitment, and projections for the future. Study findings, based on a 71.6% response rate, included the following: (1) at most institutions, the chief marketing officer spent less than 50% of his/her time dealing with marketing issues; (2) outside consultants were used to assist in planning and implementation by nearly half of the colleges; (3) most two-year institutions used internal operating funds to support their marketing programs, though approximately half devoted less than 1% of the operational budget to support the effort; (4) about 50% of the colleges reported written marketing plans, covering a 1- to 2-year period; (5) marketing personnel believed that staff and faculty were highly supportive of their efforts in approximately half of the colleges; and (6) 84% predicted that their colleges would become more actively involved with marketing in the future. (MDB)

ED 296 785 PS 017 420

Levinger, Beryl
School Feeding Programs in Developing Countries: An Analysis of Actual and Potential Impact. AID Evaluation Special Study No. 30.
Agency for International Development (IDCA), Washington, DC. Bureau for Food and Voluntary Assistance.
REPORT NO.- PN-AAL-060
PUB DATE- Jan 86
NOTE- 125p.; This report was prepared in collaboration with the Horace Mann-Lincoln Institute of Teachers College, Columbia University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Attendance Patterns; Developed Nations; *Developing Nations; Enrollment; *Food; Foreign Countries; Nutrition; Program Design; Program Effectiveness; *Research Design; Research Methodology; Research Needs; *School Activities; School Involvement
IDENTIFIERS- *Food Distribution Programs

Reviewed are empirical studies of relationships among school feeding programs (SFPs), school attendance, enrollment, cognitive development, and academic performance. Recommendations for SFP design are specified. An agenda for a systematic operations research project on the influence of SFPs on these variables and on nutritional status is described. A brief introductory section discusses the background and assumptions of the study. Section 2, which focuses on school attendance and enrollment, reviews retrospective analysis, comparative, and noncomparative studies, as well as studies that identify determinants of school attendance and enrollment, and other relevant studies. Section 3 reviews studies on the relationship between diet and cognitive development, and between SFP participation and cognitive development in developing and industrialized countries. Studies on short- and long-term behavioral effects are also covered. Each study is reviewed in terms of its findings and methodology for the purpose of identifying implications for the design of SFPs and for future research. Section 4 identifies approaches that maximize the educational impact of Agency for International Development-supported school feeding programs. Section 5 outlines an operations research project on the impact of SFPs. (RH)

ED 296 799 PS 017 457

Gilmore, Helen Moore
Developing and Implementing a Parental Awareness Program to Enhance Techniques for Fostering Preschool Critical Thinking Skills.
PUB DATE- 88
NOTE- 145p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cognitive Processes; *Critical Thinking; *Curriculum Development; Guides; *Learning Activities; Parent Education; Play; *Preschool Children; Preschool Curriculum; Preschool Education; Teaching Methods
IDENTIFIERS- *Parents as Teachers; *Thinking Skills

An educational consultant with experience in teaching graduate courses for teacher certification in gifted education implemented a practicum designed to develop selected thinking skills in approximately 40 nursery school 3-year-olds. The practicum was also intended to inform parents of practical techniques for fostering important thinking skills in their children. Curriculum materials were developed to teach the thinking skills of comparison, classification, ordering, analogy, fluency, flexibility, elaboration, and originality. Techniques which were field-tested with the children were used in the designing of a practical parent handbook for fostering critical thinking skills in the home. The guide focuses on the process of learning to think, the issue of what critical thinking is, the role of the brain in thinking, techniques that foster thinking skills, and recommendations. Practicum evaluation data indicated that standards of performance were met for each of the general goals. Children grew in thinking ability as reported by a group observation log. A critical thinking checklist assessment showed global mean score growth. Parents evaluating the handbook reacted positively. Many related materials, including the critical thinking skills curriculum and the parent guide to preschool children's thinking, are appended. (RH)

ED 296 840 RC 016 658

Younes, Lucy Alf

Protection of Native American Children from Abuse and Neglect. Native Americans and Child Maltreatment: The Past, Present, and the Future. Special Report.

National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.

PUB DATE- Nov 86
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indian Culture; American Indian History; *American Indians; *Child Abuse; *Child Neglect; Child Welfare; *Federal Indian Relationship; Minority Group Children; Tribal Sovereignty
IDENTIFIERS- Child Abuse Prevention and Treatment Act; Indian Child Welfare Act 1978

This report is an extensive review of the topic of child abuse as it pertains to American Indians, with particular reference to resources available from the Clearinghouse on Child Abuse and Neglect Information. Chapter I offers historical background on the effects of governmental policies upon Indian communities. Chapter II reviews tribal court systems, codes and provisions relating to child abuse and neglect. Chapter III looks at the Indian Child Welfare Act (ICWA), which increased tribal jurisdiction over the care and protection of Indian children. Chapter IV studies ways in which tribal programs might develop within and beyond the jurisdiction of the ICWA. Chapter V seeks to show how services based upon understanding of Indian family life and culture more effectively alleviate child maltreatment. Chapter VI lists current programs that addressed child protection for American Indians. Chapter VII is a directory of resources to consult for more information. Each chapter concludes with a bibliographic reference to materials cited therein. (TES)

ED 296 574 FL 017 421

Ording, Virginia A.
Structure, Coherence, and Cohesion in Non-Academic Writing.
PUB DATE- 6 Apr 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcoholism; *Coherence; *Cohesion (Written Composition); Discourse Analysis; Higher Education; Medical Case Histories; *Rhetoric; Semantics; Syntax; *Technical Writing; Undergraduate Study; *Writing (Composition); *Writing Instruction

A consulting physician's report on the physiological, social, and psychiatric states of an alcoholic patient, written for the attending physician and other interested parties, is analyzed for coherence. The need for coherence in the presentation of the complex interrelationships in the patient's social context is the primary focus of the analysis. It is proposed that a sound theoretical framework for textual coherence should account for three aspects of workplace writing: interrelations, real-world referents, and global structure. Theory on the structure of coherence is applied to the text, analyzed by discourse units. It is concluded that this form of analysis reveals important textual interrelations among key terms and passages. Similar analysis of other forms of workplace writing, including legal and sales prose, credit and collection prose, and advertising, is recommended. It is also suggested that coherence, as a truly rhetorical structure, is not being taught adequately in advanced undergraduate disciplinary writing courses. (MSE)

ED 296 646 HE 021 516

Gottlieb, Julie D.
U.S. Professional Association Initiatives Related to Black South Africans: An Analysis and An Inventory. Information Exchange: Working Paper #2.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- AT&T Communications, Inc., New York, NY.; Carnegie Corp. of New York, N.Y.; Edward W. Hazen Foundation, Inc., New Haven, CT.; Estee Lauder Companies, New York, NY.; Ford Foundation, New York, N.Y.; William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Oct 87
NOTE- 69p.; For related documents, see HE 021 515-517.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017-3580.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Black Achievement; *Black Education; Church Programs; Developing Nations; Donors; *Educational Opportunities; Higher Education; International Organizations; International Programs; Needs Assessment; Philanthropic Foundations; *Private Financial Support; *Professional Associations; Surveys
IDENTIFIERS- *South Africa

The nature and level of activity among U.S. private sector groups seeking to expand educational opportunities for black South Africans is examined. The Information Exchange of the Institute of International Education (South African Programs) did research on such categories of organizations as foundations, church groups, educational institutions, corporations, and professional associations. The survey consists of (1) an analysis of U.S. professional association activity geared to assisting black South Africans and to educating U.S. constituencies about South Africa and (2) database entries describing the work of each organization. The inventory lists and describes in detail the participating organizations. Initiative categories are academic support; black labor union development; bursaries (for students inside South Africa); detainee assistance; education in the United States about South Africa; emergency relief; fellowships; health; human rights; internships; leadership development; research; scholarships (for students studying in the United States); legal education/representation; teacher training; and women. Survey findings indicate that there is significant potential for cooperation due to the high level of activity of professional associations. (SM)

ED 296 729 IR 052 385

Haravu, L. J.
Feasibility Study on the Application of Microcomputers to Library and Information Work at SEAMEO-BIOTROP.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
SPONS. AGENCY- Southeast Asian Ministers of Education Organization, Bangkok (Thailand).
REPORT NO.- FMR/PGI/85/121; UNESCO-TR/RP/1984-1985/VII.1.3.
PUB DATE- 85
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Budgets; Cataloging; Clearinghouses; Databases; Developing Nations; Documentation; *Information Services; *Library Automation; *Library Role; Microcomputers; *Online Systems; Serials; *Systems Analysis; Thesauri
IDENTIFIERS- UNESCO

The result of a two-week consultant mission to the South East Asian Ministers of Education Organization (SEAMEO) at Bogor, Indonesia, this study explored the feasibility of applying microcomputers to library and information work in the Clearing House for Information Division of BIOTROP, which has a regional responsibility for the collection, storage, retrieval, and dissemination of tropical biological information. The study focused on: (1) the identification of functions that are considered good candidates for automation (these were found to be cataloging, serials control, exchange and mailing list management, database creation, current awareness listing, interactive search, thesaurus development, and ongoing research information systems); (2) the determination of major requirements that systems considered for automation would need to satisfy; (3) the consideration of what microcomputer hardware and software would be needed to meet systems' requirements; (4) presentation of data pertaining to availability of microcomputers in Indonesia; (5) examination of the feasibility of on-line access to external databases; and (6) suggestions for an action plan and budget for a project to implement microcomputer-based systems in the clearinghouse. Major requirements that microcomputer-based systems in each of these areas should satisfy are delineated and discussed, the methodology is presented, and six figures and a data sheet are appended. (CGD)

ED 296 743 JC 870 212

Ingham, Zita, Ed.
Writing across the Curriculum Sample Assignments, 1986-1987.
Pima Community Coll., Tucson, Ariz.

PUB DATE- 86
NOTE- 134p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assignments; Community Colleges; *Content Area Writing; Grading; Research Papers (Students); Student Writing Models; Teaching Methods; Two Year Colleges; Writing Across the Curriculum; *Writing Evaluation; *Writing Exercises; Writing Improvement

Designed for Pima Community College (Arizona) instructors, this booklet presents 50 sample writing assignments developed for 38 non-writing courses. Three types of assignments are represented: (1) short papers, which are usually one to five pages long, require few research skills, and allow students to use the instructor's feedback to produce improved papers as the course progresses, are probably the most common assignment; (2) formal papers, which are usually from 5 to 20 pages long, require a student to research and synthesize information, and are formally presented with conventional notations of references; and (3) interactive learning logs, in which students comment on and react to class notes or readings. The assignments cover a broad range of subjects, including administration of justice, anthropology, art, astronomy, business, computer science, drama, early childhood education, economics, French, history, human development education, humanities, management, mathematics, philosophy, physics, politics, psychology, public administration, reading, sign language, sociology, social services, Spanish, speech, and writing. A few examples of student writing are provided, along with instructors' grading criteria. Information on the component parts of an essay, paragraph structure, and standards of composition is appended. (MDB)

ED 296 813 RC 016 589

Brescia, William; Fortune, Jim C.
Standardized Testing of American Indian Students. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-88-15
PUB DATE- Mar 88
NOTE- 13p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
CONTRACT- 400-86-0024
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Achievement Tests; *American Indian Education; American Indians; Aptitude Tests; Cultural Differences; *Culture Fair Tests; Elementary Secondary Education; *Standardized Tests; Student Characteristics; Test Bias; Testing; *Testing Problems; Test Interpretation; *Test Validity
IDENTIFIERS- ERIC Digests

The testing of many American Indian children using standardized exams (achievement, aptitude, ability, and intelligence tests) developed for the majority American society represents a case of cross-cultural testing which is likely to produce invalid results in the form of underestimation of student performance. Requirements for obtaining accurate and appropriate scores include matched level of test to the students, clarity and comprehensiveness in the administration of instructions, and logistics. Requirements associated with test interpretation include norms, reliability, and validity. Underestimation may occur in the standardized testing of American Indian students by students not exhibiting behaviors required in successful test-taking, students not reading the questions accurately, students not having the assumed experience or cognitive structure to respond to certain items, and students lacking the opportunity to practice key behaviors required by the test. Many American Indian students fail to exhibit successful test-taking behaviors due to a multiplicity of underlying causes: cultural beliefs, language, and the setting in which many children are reared. Test users can contribute to better test-taker performance by assuring that students have had exposure to experiences assumed in the test design, opportunities to develop requisite skills, circumstances necessary to value successful test performance, and an understanding of instructions and time requirements. (NEC)

ED 296 825 RC 016 614

Jensen, Leif
Rural-Urban Differences in the Utilization and Ameliorative Effects of Welfare Programs.

PUB DATE- 2 Feb 88
NOTE- 27p.; Paper presented at the Annual Meeting of the Southern Rural Sociological Association (New Orleans, LA, February 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Low Income Groups; Metropolitan Areas; Poverty; Poverty Areas; Poverty Programs; Rural Areas; *Rural Urban Differences; Urban Areas; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Nonmetropolitan Areas

Some observers believe that welfare programs have an urban bias; however, the rate of poverty is higher in rural than in urban areas. This study establishes metro and nonmetro differences in the use of welfare and the degree to which it reduces poverty. Data from the U. S. Census Bureau's March 1987 Current Population Survey are analyzed using multivariate techniques. The study finds that poverty rates are about 1.5 times greater in nonmetro than in metro areas, and that family income in metro areas exceeds that in nonmetro areas by 37 to 46%. Further, data indicate that the severity of nonmetro poverty equals that of poverty in central cities, where about 15% of families have income below the poverty threshold. Nonmetro families, however, have a much lower rate of welfare receipt, about 5%, as opposed to 10% for families in central cities. Four measures of amelioration all demonstrate that welfare programs in nonmetro areas are less successful in boosting the income of recipients above the poverty level. Multivariate analyses confirm the smaller effects of welfare in nonmetro areas, and they suggest that four variables fully explain the tendency of nonmetro families not to use welfare services: presence of a working head of household, older family heads, home ownership, and absence of programs that supply Aid to Dependent Children for Unemployed Parents (AFDC-UP). An 18-item bibliography and 5 tables are included. (CH)

ED 296 461 EA 020 121

Holly, William J.
Students' Self-Esteem and Academic Achievement.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- Nov 87
NOTE- 6p.
AVAILABLE FROM- Publications, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA ($2.00 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Psychological Needs; School Attitudes; *Self Concept; *Self Esteem; Student Attitudes; *Student Motivation; Student Needs; *Student School Relationship; Teacher Student Relationship; Values

Children with high self-esteem tend to do better in school. Studies indicate, however, that self-esteem is not a cause of academic success, but an effect. In this review of five recent research studies on the subject of self-esteem, one example of a successful program aimed at raising students' self-esteem is offered by Scarborough school system in Ontario, Canada. In two other studies, coming from different perspectives, Martin Covington and Jerry Conrath independently conclude that the best way for a child to sustain confidence is to acquire and demonstrate competence. In a comprehensive review of self-esteem enhancement programs, Mary Ann Scheirer and Robert Kraut reinforce this conclusion. The fifth entry raises questions of value and motivation that are often ignored, suggesting that self-esteem is necessary, but not sufficient, for achievement, and that students need to see the value of education for themselves. (Author/TE)

Lows, Raymond L.; Ho, Fanny
Elements of Property Wealth and Educational Expenditures in Illinois.
PUB DATE- Mar 88
NOTE- 27p.; Paper presented at the Annual Meeting of the American Education Finance Association (Tampa, FL, March 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Economics; *Educational Equity (Finance); Elementary Secondary Education; *Expenditure per Student; *Finance Reform; Financial Needs; Financial Policy; *Fiscal Capacity; Politics of Education; *Property Appraisal; Property Taxes; Resource Allocation; School Support; Tax Allocation; *Tax Rates
IDENTIFIERS- *Illinois

This study examines the relationships between various elements of property wealth and operating expenditures per pupil by types of school district--elementary (K-8), high (9-12), and unit (K-12). Elements of property wealth were defined as the equalized assessed valuation per pupil for each of the following property tax classifications: residential, farm, commercial, industrial, railroad, and minerals. Data for this study were compiled from computer tapes supplied by the Illinois Department of Revenue, Property Tax Division, for tax years 1980-1984 and by the Illinois State Board of Education for FY82 through FY86. Results are reported for the distribution of component property wealth, the rate of growth in component property wealth, the distributional inequities of component property wealth among school districts, and the relationship between operating expenditures per pupil and component property wealth. Findings suggest (1) distributional inequities in residential and farm valuation percentages between unit and dual school district territories; (2) differences between farm valuation decline and corporate personal property replacement valuation increase; (3) distributional inequities of industrial, farm, railroad, and mineral valuations in each district type; and (4) property valuations for farm and industrial properties as strong predictors of operating expenditures per pupil. Implications of these findings are discussed for future revisions in the system of funding public education in Illinois. Tables and pie charts are included throughout. (TE)

ED 296 489 EC 210 253

Duffy, J. Trey
Ten Reasons for Allowing Deaf Children Exposure to American Sign Language.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *American Sign Language; *Communication Skills; Cultural Background; *Deafness; Early Childhood Education; Elementary Secondary Education; *English (Second Language); English Instruction; *Hearing Impairments; Literacy; *Partial Hearing; Second Language Instruction; Sign Language; Total Communication

A literature-based rationale for teaching American Sign Language (ASL) as the primary language system for deaf children elaborates on the following points: Sign languages are visual-manual; spoken languages are oral-aural. Competency in a first language tremendously increases a person's ability to learn a second language. Deaf children have not been able to compete academically with their hearing, English-speaking peers. Deaf children of deaf parents perform better academically than deaf children of hearing parents. About 90% of deaf adults marry other deaf adults. Artificial sign systems that are currently used deny deaf children the opportunity to create and experiment with language naturally. The use of simultaneous communication (such as SEE 2 and spoken English) in the classroom does not mean that deaf students are receiving "exact" English. Without exposure to ASL, deaf students still develop ASL-like habits. ASL is a natural language. Culture and language are inseparable, and denying access to ASL is denying deaf culture. It is concluded that English literacy is a desirable quality and should also be included as a component of a total communication philosophy using a bilingual/bicultural approach; problems in attaining this goal are outlined. (JDD)

ED 296 503   EC 210 267

Murray-Seegert, Carola; And Others
Cross-Cultural Perspectives on Community Integration and Employment: Israel, Sweden, the United States and West Germany.
SPONS. AGENCY- German Marshall Fund of the United States, Washington, D.C.
PUB DATE- 29 Oct 87
NOTE- 24p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (14th, Chicago, IL, October 29-30, 1987).
GRANT- 3-52666
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attitudes; *Cultural Differences; *Foreign Countries; Normalization (Handicapped); *Severe Disabilities; *Social Integration; *Trend Analysis
IDENTIFIERS- Israel; Sweden; West Germany

The panel discussion looked at cross cultural aspects of community integration for persons with severe disabilities. Programs within West Germany, Israel, and Sweden are compared to the United States. Differences among countries in size, wealth, external pressures, history, and organization of services are noted. (DB)

ED 296 519 EC 210 287

Walter, Gerard G.; And Others
Outcomes for Graduates of Secondary Education Programs for Deaf Students: Early Findings of a Cooperative National Longitudinal Study.
Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.
PUB DATE- 13 Mar 87
NOTE- 12p.; For related documents, see EC 210 285-290. Testimony presented before the National Commission on Education of the Deaf (Bethesda, MD).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; College Graduates; Comparative Analysis; *Deafness; *Education Work Relationship; *Employment Level; Employment Patterns; Employment Practices; *High School Graduates; High Schools; Longitudinal Studies; *Outcomes of Education; Postsecondary Education; *Salary Wage Differentials; Unemployment; Wages

This paper describes the educational, employment, and earnings status of deaf high school graduates 1 and 10 years after leaving high school, in order to evaluate the ability of young deaf adults to profit from further education and to earn a living after leaving high school. Questionnaires were completed by almost 4,000 graduates of 27 educational programs for deaf students in 21 states. Results showed that: (1) Within 10 years of their graduation from high school, approximately 50% of all deaf high school graduates had participated in some form of postsecondary education. (2) There was a considerably lower labor force participation rate and a higher unemployment rate within the deaf population compared to the hearing population 1 year after graduation; these differences were less at 10 years after graduation. (3) While the occupational and earnings differences between the employed hearing population and employed deaf persons 10 years after graduation were not as severe as differences 1 year after graduation, a discrepancy did persist. (4) High school graduates who did not attend college had higher unemployment rates, were employed in blue collar jobs more often, and earned significantly less than those completing degree programs. (JDD)

ED 296 533 EC 210 301

Hobbs, Nicholas; And Others
Public Policies Affecting Chronically Ill Children and Their Families. Summary of Findings and Recommendations.
Vanderbilt Univ., Nashville, TN. Inst. for Public Policy Studies.
PUB DATE- Mar 83
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; *Delivery Systems; *Diseases; *Family Programs; Health Insurance; *Health Services; Home Instruction; Individualized Instruction; Interdisciplinary Approach; Professional Training; Program Design; Public Policy; Regional Cooperation; Regional Programs; Research Needs; *Special Health Problems

The complex special needs of families with chronically ill children will be best met through the development of regionalized systems of care. A national program is proposed in the context of a generic definition of chronic childhood illness, emphasizing coordinated regional efforts which provide services as close to a child's home as possible. The report analyzes problems and recommends improvements in organization of services, costs and financing, educational and related services, basic research, and training of health professionals. Among detailed recommendations for change in existing programs are the development of regional data systems, individual service plans, and insurance coverage options that permit financing of a broad and continuing range of services. Education-related recommendations include the adoption of more flexible policies regarding qualifying for homebound and hospital instruction. Continuing support for research is seen as a high priority, particularly in genetics, the development of new technologies, epidemiology, and family coping and adjustment. Increased attention to the problems of childhood chronic illness is needed in all health professional schools, emphasizing longitudinal experience with families of chronically ill children, collaboration among disciplines in working with families, and a broad definition of and approach to child and family needs. (JW)

ED 296 547 EC 210 316

Anderson, Glenn B., Ed.; Watson, Douglas, Ed.

Innovations in the Habilitation and Rehabilitation of Deaf Adolescents. Selected Proceedings of the National Conference on the Habilitation and Rehabilitation of Deaf Adolescents (2nd, Afton, Oklahoma, April 28-May 2, 1986).

Arkansas State Div. of Rehabilitation Services, Little Rock.; Arkansas Univ., Little Rock. Rehabilitation Research and Training Center on Deafness and Hearing Impairment.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
REPORT NO.- ISBN-0-914494-15-5
PUB DATE- 87
NOTE- 376p.
GRANT- G0086C3501-RT-31
AVAILABLE FROM- American Deafness and Rehabilitation Association, P.O. Box 55369, Little Rock, AR 72225 ($15.00, quantity discount available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Aspiration; *Adolescent Development; Adolescents; Curriculum; *Deafness; Drug Abuse; Employer Attitudes; Family Involvement; Females; *Hearing Impairments; Inservice Education; Interpersonal Competence; Intervention; Language Skills; Mainstreaming; Networks; Occupational Aspiration; Parent Child Relationship; Parent Education; *Personal Autonomy; Prevention; Reality Therapy; Self Concept; Self Help Programs; *Sexual Abuse; Sexuality; *Social Development; Special Schools; Suicide; Transitional Programs
IDENTIFIERS- Consciousness Raising; *Substance Abuse

This document contains 24 papers. Keynote addresses were given on the topics of autonomy for deaf adolescents and parent-adolescent dialogue. A section titled "Demographic Profiles of Deaf Adolescents in America" compares students in special schools with mainstreamed students. A section on "Family Intervention and Parent Education" includes three papers that cover preparation for adulthood, treatment of the larger than family system, and rubella babies as parents. "Transition from School to Work" examines transition workshops for parents, the family's role in transition, educational and occupational aspirations/attainments, and employers' perceptions. "Approaches to Sexual Abuse Interventions and Suicide Prevention" focuses on treatment of sexual abuse victims, sexual health policies, suicide prevention, and intervention with suicidal adolescents. "Strategies of Enhancing the Social and Emotional Development of Deaf Adolescents" reviews the self-image of deaf adolescents, consciousness-raising with deaf female adolescents, adapting and evaluating social skills curricula, assessing language competence, preventing substance use disorders, and inservice training in residential schools. A section on "Approaches to Substance Abuse Education and Prevention" describes self-help groups, Gallaudet's student development approach, reality therapy, and networking. (JDD)

ED 296 561 EC 210 330

Watkins, Sherry; And Others

Educating the Non-Verbal Child: A Transdisciplinary Approach.

PUB DATE- Mar 88
NOTE- 9p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cerebral Palsy; *Communication Skills; Computer Uses in Education; Demonstration Programs; *Educational Technology; Elementary Education; Individualized Education Programs; *Interdisciplinary Approach; Interpersonal Communication; Language Acquisition; *Learning Disabilities; *Physical Disabilities; Skill Development; Social Development; Special Classes; *Speech Handicaps; Teacher Role; Teaching Methods
IDENTIFIERS- Communication Boards

The article describes a pilot program to encourage independent communication in seven nonverbal children (ages 6-8) with orthopedic and/or neurological involvement or cerebral palsy. Transdisciplinary team members included the classroom teacher, speech clinician, instructional aide, computer resource person, occupational therapist, physical therapist, principal, and parents. Frequent team meetings allowed ongoing evaluation of student performance, cohesive development of individualized education programs, integration of academic and therapy goals, and formation of instructional strategies. Strategies used to facilitate academic skill development (e.g., use of multi-mode systems, individualization of language boards) and social interaction skills (e.g., modeling, field trips, interaction with peers from other classrooms) are described. The high degree of instructor time involved in preparing the communication system(s) and all aspects of individualized daily classroom instruction were noted. Modern technology was viewed as augmenting what the teacher does, but not as a panacea for educating nonverbal children. It was concluded that innovative strategies, teacher flexibility, transdisciplinary teaming, staff familiarity, and peer exposure to communication systems collectively improve the education of nonverbal children. (JW)

ED 296 575 FL 017 432

Farquharson, Molly
Ideas for Teaching Arab Students in a Multicultural Setting.

PUB DATE- 11 Mar 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arabic; *Arabs; Class Activities; Classroom Techniques; Cognitive Style; Comparative Analysis; Contrastive Linguistics; Cultural Background; Cultural Context; Culture Conflict; *English (Second Language); *Grammar; Higher Education; *Oral Language; Reading Instruction; *Second Language Instruction; *Vocabulary Development; Written Language

A discussion of classroom techniques and activities useful in teaching English to monolingual Arab students begins with a review of cultural factors significant in the second language learning patterns of this population. These factors include historical and traditional influences, North American perceptions of Arabs, the teaching of English in Arab countries and the related development of learning style, and the Arabic language. Suggestions are given for teaching grammar, vocabulary, and specific language skills (writing, reading, and speaking), focusing on characteristics of the Arabic language and culture that may inhibit or support English language learning. The suggestions address such issues as reinforcement of instruction in common problem areas, grouping, cohesion, handwriting, critical thinking, reading aloud, maintaining motivation, pronunciation, and notetaking. (MSE)

ED 296 590 FL 017 472

Stansfield, Charles W.; Ross, Jacqueline
A Long-Term Research Agenda for the Test of Written English.
Center for Applied Linguistics, Washington, D.C.
PUB DATE- 88
NOTE- 58p.; Developed through a contract with the TOEFL Research Committee.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Construct Validity; *English (Second Language); Essays; *Language Tests; *Research Needs; Scoring; Standardized Tests; Test Construction; Test Items; *Test Reliability; *Test Validity; *Writing Evaluation; Written Language
IDENTIFIERS- *Test of Written English

An overview of the research needed on the new Test of Written English (TWE), a section of the Test of English as a Foreign Language (TOEFL), looks at research needs in the areas of test validity, test reliability, topic development, and equating. Suggested topics for study include: the uniqueness of the construct measured by the test, in comparison with other TOEFL scores; the comparability of scores obtained on different topics and topic types; ways in which to equate TWE scores; wording of essay test prompts; and the empirical comparability of the skills tapped by the test's two topic types. The last is considered the most important. It is noted that several aspects of the test's quality have already been well enough established that further research is not crucial. These include general validity and reliability, general construct validity, and interrater reliability. (MSE)

ED 296 606 FL 017 518

Foreign Language/Intercultural Program. Exploring Our Host Nation (Seventh Grade). DS Manual 2650.7.

Dependents Schools (DOD), Washington, D.C.
PUB DATE- Apr 88

NOTE- 49p.; For related documents, see FL 017 511-520.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; Athletics; Class Activities; Classroom Techniques; *Cross Cultural Training; Curriculum Guides; Economics; Educational Objectives; Educational Practices; Environmental Education; Experiential Learning; *Folk Culture; Food; *Foreign Countries; *Geography; Grade 7; Junior High Schools; Leisure Time; Second Language Instruction
IDENTIFIERS- *Dependents Schools

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The seventh grade guide contains units geared to understanding the host nation--its geography, environment, economics, food, customs and traditions, holidays, arts and crafts, sports and leisure, educational system, and current events. The guide is illustrated with student art. (MSE)

ED 296 620 HE 021 301

Task Force on the Status of Academic Women. Report: 1987 Progress Review.

Alberta Univ., Edmonton. The Senate.

PUB DATE- Mar 88
NOTE- 90p.
AVAILABLE FROM- Senate Office, University of Alberta, 150 Athabasca Hall, Edmonton, Alberta, Canada T6G 2F8.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires Evaluation Instruments (160)
DESCRIPTORS- Academic Rank (Professional); *Affirmative Action; Change Strategies; College Faculty; *Employment Practices; *Equal Opportunities (Jobs); Females; Foreign Countries; Governance; Higher Education; Males; *Personnel Policy; Questionnaires; Salary Wage Differentials; *Self Evaluation (Groups); Sex Discrimination; Teacher Participation; *Women Faculty
IDENTIFIERS- *University of Alberta (Canada)

Progress in bringing about equal employment conditions for academic women at the University of Alberta, Canada, is reviewed. In 1975 a Senate Task Force on the Status of Academic Women at the University of Alberta reported serious discrepancies in terms of salaries, rank, and participation in university governance between women and men. Each of the 1975 task force's 15 recommendations to promote equal employment opportunities are considered, including progress achieved or factors that have changed during the past 12 years. Recommendations include the following areas: statements against sex discrimination; approaches to promote more flexible and imaginative work patterns for all staff including part-time and shared tenurable positions; maternity benefits; and subsidized day care facilities on campus. Tables and graphs comparing 1974 and 1986 data are provided. Findings of the 1987 Review Committee's evaluation are considered, along with results of the Survey of Academic Staff that pertain to the recommendations. Appendices include: examples of forms used at universities for documenting recruitment procedures; December 1986 statistics on the numbers and percentages of female and male academic employees by rank and faculty; and the academic staff questionnaire. (SW)

ED 296 633 HE 021 497

Solberg, Richard W.
Lutheran Higher Education in North America.
Lutheran Educational Conference of North America, Minneapolis, MN.
PUB DATE- 85
NOTE- 399p.
AVAILABLE FROM- Augsburg Publishing House, 426 S. 5th St., Box 1209, Minneapolis, MN 55440 ($9.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Church Related Colleges; College Administration; College Curriculum; College Faculty; College Instruction; Educational Finance; *Educational History; Educational Objectives; Higher Education; Institutional Cooperation; *Private Colleges; Religious Organizations; Student Costs
IDENTIFIERS- College Costs; *Lutheran Church in America

An overview is provided of the history and mission of Lutheran higher education in North America. The contributions of Lutheran colleges and universities to the church, to society and to higher education are discussed in the following chapters: (1) "Reformation Roots"; (2) "Foothold in America"; (3) "Early Ventures in Lutheran Higher Education"; (4) "The Road to Gettysburg"; (5) "The Ohio Story"; (6) "Particularism in Pennsylvania"; (7) "Lutheran Higher Education in the South"; (8) "The Second German Migration"; (9) "The Missouri System"; (10) "Illinois: Threshold to the Great Plains"; (11) "The Swedish Dimension"; (12) "Early Norwegian Colleges"; (13) "Later Norwegian Colleges"; (14) "Colleges of the Danes and the Finns"; (15) "Emerging Patterns in Lutheran Higher Education, 1865-1914"; (16) "The Maturing of Lutheran Higher Education, 1914-1940"; (17) "Higher Education's New Age, 1941-1960"; (18) "The Sixties: Decade of Testing"; and (19) "The Quest for New Directions, 1970-1980." Appended are a list of the Lutheran Colleges and Universities in North America, giving location and founding date, notes on each chapter, a selected bibliography of Lutheran college histories, and an index. (KM)

ED 296 659 HE 021 529

Utilization of Residence Hall Facilities, Fall 1987, with Trends from Fall 1978. Report No. 9-88.

State Univ. of New York, Albany. Office of Institutional Research and Planning.

PUB DATE- May 88
NOTE- 109p.
AVAILABLE FROM- Office of Institutional Research and Planning, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Housing; *Dormitories; Evaluation; Financial Needs; Higher Education; Income; Needs Assessment; On Campus Students; Place of Residence; Policy; *Residence Requirements; Resident Assistants; Residential Colleges; State Surveys
IDENTIFIERS- *New York

Detailed data collected on the utilization of residence hall facilities during the fall of 1987 (for the 14th annual survey) are provided. Also included are summary data for fall 1978 through fall 1987. All state-operated/funded institutions which have residence hall facilities are included in the study. The methodology used in the study was developed to be consistent with the University Guidelines for Utilization of Residence Hall Facilities and the State University of New York Policies and Procedures manual. A general policy change occurred in university management of residence halls between 1985 and 1986, with one manifestation being the restructuring of dormitory fiscal operations into a Dormitory Income Fund Reimbursable structure. Seven tables of data for the fall of 1987 include utilization of original design capacity of residence hall facilities, utilization by institution within institution type, student occupancy of net revenue producing adjusted design capacity, revenue-producing other utilization and percent of revenue generated, and resident assistant bed rental waivers in residence hall facilities. Six tables on trends for fall 1978 through fall 1987 include total utilization of net revenue producing adjusted design capacity, trends in percent utilization for each institution, non-revenue assignments in residence hall facilities, and number of students per resident assistant. Definitions are provided for terms used in the study. A Central Staff Office of Institutional Research publications list is included. (SM)

ED 296 674 HE 021 577

Newman, James F.
Assessing the Needs and Attitudes of the Business Community on Long Island: Implications for M.B.A. Program Development. Societal Factors Affecting Education.
PUB DATE- Nov 87
NOTE- 58p.; Ed.D. practicum paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Business Administration Education; *Education Work Relationship; *Employers; *Graduate Study; Higher Education; *Masters Programs; Needs Assessment; Questionnaires; School Business Relationship; Specialization
IDENTIFIERS- *Dowling College NY; *New York (Long Island)

Ways to improve the Master of Business Administration (MBA) program at Dowling College were identified through a survey of the Long Island business community. The survey assessed employers' perceptions of the need for specialization in the graduate business program, the importance of the college's MBA courses to students' careers, employers' perceptions of the strengths and weaknesses in MBA education, and employers' needs and attitudes regarding graduate business education in general. A survey was sent to presidents of 50 leading Long Island firms, and 37 presidents or executives responded. Recommendations include: develop specializations in accounting, computer information systems, finance, and marketing; develop courses in business communications, ethics, human resource management, labor relations, decision-making and problem-solving, finance, and computer information systems; implement the greater use of case studies, projects, and/or papers in courses to improve communication and analytical skills; use more business executives as guest lecturers and/or adjunct professors; expand and promote internships programs; and offer courses off-campus at various firm locations. The questionnaire is appended. (SW)

ED 296 702   IR 013 328

Perkins, D. N.; And Others
Nontrivial Pursuit: The Hidden Complexity of Elementary Logo Programming. Technical Report.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETC-TR86-7
PUB DATE- Aug 86
NOTE- 29p.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Difficulty Level; Elementary Education; *Problem Solving; *Programing; Psychological Studies
IDENTIFIERS- *LOGO Programing Language

The thinking processes of students of Logo were examined to identify programming problems and possible instructional remedies. Subjects were 11 students between the ages of 8 and 12 who had completed 5 weeks of Logo instruction. These students were given a series of five short programming problems highlighting such areas of difficulty as judging angles, deciding on the directions of turns, using a variable, and using a subprocedure. The data collected included notes taken by the experimenter recording program errors, attempted repairs, and code written by students. A coding system was used to provide a measure of students' successes and errors in terms of the number of elements in a program they programmed correctly and their problem-solving efforts. The success rate in terms of elements correct was high, but success in terms of programs running successfully was lower, and a number of problems with what might be considered trivial aspects of Logo were recorded. A few students evinced serious problems with understanding tasks involving variables and a subprocedure. Possible explanations for the challenge of trivial elements of programming include: (1) the conjunctivity effect of minor problems; (2) a shortfall in elementary problem-solving strategies; (3) difficulty in discriminating concepts with superficial similarity; and (4) domain and domain operation problems. It is concluded that many trivial elements of Logo pose genuine conceptual difficulties, a problem that instruction must face and resolve. (25 references) (MES)

ED 296 716 IR 013 399

Towne, Douglas M.; And Others
Intelligent Maintenance Training Technology. ONR Final Report.
Technical Report No. 110.
University of Southern California, Los Angeles. Behavioral Technology Labs.
SPONS. AGENCY- Navy Personnel Research and Development Center, San Diego, Calif.; Office of Naval Research, Arlington, Va.
PUB DATE- Mar 88
NOTE- 65p.
CONTRACT- N00014-85-C-0040
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Computer Software; Equipment Maintenance; *Expert Systems; *Man Machine Systems; *Models; Postsecondary Education; Problem Solving; *Technical Education

This report describes the Intelligent Maintenance Training System (IMTS), a set of software tools for composing and delivering simulation-based technical training. The goal in developing IMTS was to generate instructional interactions from device models composed of instances of generic objects. Problem selection in IMTS relies on the use of a normative model that reflects the structure of the target device. Proficiency measures are maintained for each student in terms of this model and support the selection of problems of appropriate difficulty and type. IMTS incorporates a formulation of generic diagnostic expertise, termed Profile, that: (1) explains the significance of particular test outcomes and remediates student beliefs about symptom implications; (2) recommends what to do next, taking completed tests into account; (3) assesses student proficiency; and (4) debriefs the students following each fault isolation exercise. A number of findings and recommendations concerning alternative approaches to simulation, student monitoring, problem selection, and student aiding are presented. The next steps for IMTS development are also outlined, including techniques for simulation devices whose complete functional behaviors cannot be reasonably specified, and the addition of features to support procedural training. The text is supplemented by 23 figures. (24 references) (Author/EW)

ED 296 758 JC 880 314

Wright, Calvin E.; Kim, Yungho

Strengths and Needs for Improvement in Occupational Education Programs in California Community Colleges.

Educational Evaluation and Research, Inc., Menlo Park, Calif.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; Department of Education, Washington, DC.
PUB DATE- Jan 87
NOTE- 93p.
CONTRACT- 11-6-1154-18
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Administrator Qualifications; Advisory Committees; *Community Colleges; Educational Assessment; *Educational Quality; Education Work Relationship; *Program Effectiveness; Program Evaluation; State Surveys; Teacher Attitudes; Teacher Qualifications; Two Year Colleges; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *California

In fall 1984, the Office of the Chancellor of the California Community Colleges implemented a new statewide occupational education program evaluation and reporting system, using information supplied by occupational education administrators, instructors, and advisory committee members. To collect the evaluation data, the 106 California community colleges were divided into four representative groups and all occupational programs were divided into four clusters, with one cluster to be evaluated each year. Data on programs targeted for the 1983-84 evaluation were collected from 80 colleges in fall 1984, while data for 1984-85 were collected from 64 colleges in spring 1985. Over the 2-year period, usable responses were received from 376 administrators, 1,355 instructors, and 675 program advisory committee members, assessing 830 of the estimated 3,723 occupational programs offered at the community colleges. Major findings included the following: (1) occupational education administrators pointed to the qualifications of instructional staff and special provisions for reentry as strengths of occupational education in California, while the use of student follow-up information and the numbers of instructors were seen as two areas needing improvement; (2) occupational education instructors found the qualifications of instructional staff and administrators to be strengths, while provisions in the capital outlay budget and the use of support staff were considered the areas that most needed improvement; (3) over 85% of the local program advisory committee members felt that all instructors were competent to teach the subject and that program completers were able to perform successfully the duties required by employers; and (4) advisory committees perceived program needs in the areas of equipment and facility maintenance, safety standards, student follow-up, and labor market information. The administrator, instructor, and program advisory committee evaluation forms and detailed results are appended. (MDB)

ED 296 772 JC 880 333

Hodges, Daniel L.
How To Improve Student Retention: Five Areas of Psychological Research and Their Applications.
PUB DATE- 25 Jul 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Persistence; Cognitive Psychology; Community Colleges; Research Utilization; *School Holding Power; *Student Motivation; Two Year Colleges
IDENTIFIERS- Psychological Influences

Developed to help instructors prevent their students from dropping out, this paper presents findings from the psychological literature that pertain to persistence. The paper focuses on research concerning: (1) goals, sub-goals, and feedback, which asserts that persistence at a task is influenced by goals, by whether or not a series of subgoals have been formulated, and by feedback to actions; (2) expectancy-value theories, which suggests that motivation and persistence at a task are jointly influenced by the degree to which individuals expect that their actions will lead to results, and the extent to which they value those results; (3) perceived self-efficacy, which maintains that persistence is influenced by individuals' judgments of their capabilities to organize and execute courses of action; (4) attribution of the reasons for past successes and failures; and (5) interruption-discrepancy theory of emotions, which claims that persistence is heavily influenced by the emotions felt when problems interrupt the completion of tasks. Specific findings in these areas of research are presented along with a series of research-based practical suggestions for encouraging persistence. 5 references. (EJV)

ED 296 800 PS 017 459

Wright, Ellen M.
Improving Parental Involvement in the Primary School through Increased Parental Awareness and Development of Parenting Skills.
PUB DATE- 88
NOTE- 109p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Objectives; *Parent Education; *Parenting Skills; Parent Participation; *Parent School Relationship; Parent Workshops; Primary Education; Publicity; Public Relations; *School Activities; Seminars
IDENTIFIERS- *Parents As Teachers

A learning disability teacher consultant to a school district implemented a practicum designed to counter a gradual decline in involvement of parents of children in kindergarten through third grade. Practicum goals were to: (1) increase parents' knowledge and understanding of school program goals and activities in order to maximize the effectiveness of interventions with the children; (2) encourage parental involvement in the ongoing activities of the primary school program; and (3) increase parenting skills and help parents become facilitators of their children's development. A needs assessment survey of teachers and parents was administered. A need for workshops, seminars, dissemination of information, newsletters, and parenting skills development was identified. Workshops and an Active Parenting seminar were planned and supervised. Radio and public television announcements, newspaper articles and advertisements, newsletters, and notices sent home with students were used to encourage parental involvement. Evaluation data indicated that the practicum was a positive experience for participating teachers and parents. Related materials including: introductory letters, the parent needs assessment, the staff survey, the state commissioner's letter, parent needs assessment results, staff survey results, parent involvement evaluation, the parent sign-in scheet, the newsletter information sheet and a memo to primary school teachers are appended. (RH)

ED 296 841 RC 016 659

Howard, Roy Edward
Teacher Training in Bilingual Education.
PUB DATE- 22 Oct 87
NOTE- 16p.; Paper presented at the Texas Association for Bilingual Education Conference (Corpus Christi, TX, October 22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- American Indian Culture; American Indian Education; American Indian Languages; Bilingual Education Programs; *Bilingual Teachers; Elementary Secondary Education; Higher Education; Language Maintenance; Native Language Instruction; Native Speakers; *Teacher Attitudes; *Teacher Education Curriculum
IDENTIFIERS- Bureau of Indian Affairs Schools; Navajo (Nation)

In this summary of a dissertation, results of a study of teachers providing bilingual education at a Navajo border town school are reported. Teaching Navajo language and culture in a bordertown school may require much more than language and culture content knowledge, although it is a prerequisite. Teachers must also be aware of family education histories, students' home situations, socioeconomics, the importance of English for much economic success, and school politics and policies on bilingual education. Positive cross-cultural experiences and positive experiences with bilingual education were reported by a number of teachers who were teaching or willing to teach Navajo language and culture. Teachers who have a strong personal conviction of the value of bilingual methods are enthusiastic about using them. An appropriate training program for teachers of schools with bicultural policies might include learning both content and methods in the languages and cultures involved, training for attitude development, the developing a personal philosophy of bicultural education, and learning about and experiencing cross-cultural understanding of self and others. Teachers from both Navajo- and English-speaking cultures have a contribution to make to such programs. Suggestions for further research are provided. (DP)

ED 296 689　　　　　　HE 021 597

Koehler, Lyle
What's Tutoring Worth? A Report on Retention and Cost Effectiveness.
PUB DATE- 84
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; *College Students; *Dropout Rate; Higher Education; Performance Factors; Racial Differences; School Holding Power; Sex Differences; Tutorial Programs; *Tutoring
IDENTIFIERS- *University of Cincinnati OH

To evaluate the effectiveness, and value to the university, of the tutoring provided by the University of Cincinnati's Tutorial and Referral Services, data were collected on the success of students tutored during the 1978-79 school year and on their subsequent retention. Student success was analyzed by race, sex, age and college. Data for 487 tutored and 284 nontutored students was analyzed. Attrition and grade data were isolated for all groups, and cost efficiency was examined by determining the number of students saved by the program (subtracting the percentage of tutored students who left school from the percentage of nontutored students who left school and multiplying that percentage by the number of students tutored). The savings generated by the program in terms of tuition, student activity fees, and the full-time equivalence subsidy from the state were then calculated. Analyses of student data revealed that 45.1% of the nontutored group in 1978-79 failed to enroll for the autumn quarter in 1979-80, whereas just 20.3% of the tutored group failed to enroll. Tutoring was found to have made a substantial difference in the retention of older students, blacks, and white males. Data are presented in 15 tables. (KM)

ED 296 744   JC 870 504

Selected Collective Bargaining Agreements of Northern California Two-Year Colleges.

National Education Association, Washington, D.C.

PUB DATE- 87
NOTE- 1,363p.
LANGUAGE- English
EDRS Price - MF11/PC55 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *California (North); National Education Association; *NEA Contracts

Collective bargaining agreements between 15 selected community college districts in northern California and their faculty associations are presented, representing contracts in effect in 1987. Contracts for the following colleges and districts are included: Butte Community College District, Cabrillo Community College District, College of the Redwoods, the Contra Costa Community College District, Hartnell Community College District, the Los Rios Community College District, Merced Community College District, Monterey Pennisula Community College District, the Peralta Community College District, San Joaquin Delta Community College District, the San Jose Community College District, Sierra Community College District, Solano Community College, the State Center Community College District, and the West Valley Community College District. With some variation among the agreements in content and detail, the following topics are dealt with: unit recognition; management rights and responsibilities; teaching load and on-campus responsibilities; personnel files; fringe benefits; salaries; paid and unpaid leaves of absence; academic freedom; faculty evaluation; retirement; grievance procedures; college governance; reduction in workforce; separability; no strikes or lockouts; and the scope, effect, and term of the agreement.

Selected agreements also cover such topics as nondiscrimination, college-related travel/conferences, and safety precautions. Salary schedules are included in the agreements. (MDB)

ED 296 786 PS 017 430

Keyes, Carol R., Ed.; Cook, Ruth E., Ed.

Campus Child Care: Issues and Practices. A Collection of Conference
Presentations 1975-1987.

National Coalition for Campus Child Care, Inc., Milwaukee, WI.
PUB DATE- 88
NOTE- 271p.
AVAILABLE FROM- National Coalition for Campus Child Care, Inc., P.O. Box 413, University of Wisconsin-Milwaukee, WI 53201 (Members, $15.00; non-members, $20.00; institutions, $25.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Administration; Child Development Centers; *College Role; Computer Uses in Education; Coordination; *Day Care; Day Care Centers; Early Childhood Education; *Educational Resources; *Financial Support; Higher Education; Models; Preservice Teacher Education; Program Descriptions; Program Development; Program Implementation
IDENTIFIERS- *Campus Child Care; Illinois

These collected conference papers, which originated from diverse campus child care centers across the United States, provide guidance for day-to-day decision-making about campus day care. Contents concern: (1) campus child care's mission and challenges; (2) campus child care in relation to the national picture, an in-depth look at campus child care in one state, and a sampling of designs in operation at specific colleges and universities; (3) methods of starting a center, and specific examples of different start-up approaches; (4) finding funding and resources; (5) the issues and practices of campus child care directors; and (6) the relation of centers to the teaching, service, and research mission of institutions of higher education. Appended materials, which include testimony before committees of the Federal government, represent an effort to share arguments which have been made in support of campus child care. A chronological list of the conferences at which the articles were originally presented in also appended, and a bibliography containing 169 citations is provided. (RH)

ED 296 826 RC 016 615

Center for Agricultural and Rural Development. Annual Report 1987.
Iowa State Univ. of Science and Technology, Ames. Center for Agricultural and Rural Development.
PUB DATE- 87
NOTE- 30p.; For 1986 annual report, see ED 283 664.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agriculture; Computer Simulation; Higher Education; International Programs; Mathematical Models; Natural Resources; Nutrition; *Policy Formation; Program Descriptions; Research and Development Centers; *Research Projects; *Rural Development; Soil Conservation
IDENTIFIERS- *Center for Agricultural and Rural Development IA; Iowa State University

This report describes the activities of the Center for Agricultural and Rural Development (CARD), Iowa State University, for the year ending June 30, 1987. During this fiscal year, CARD conducted numerous projects including the following: (1) a policy evaluation on agricultural applications of pesticides and ground water quality for the Environmental Protection Agency; (2) development of models with multiple objective decision criteria to determine optimal soil conservation policies; (3) the Rural Conservation Act appraisal of soil and water resources; (4) comprehensive analyses of the Food Security Act of 1985; (5) evaluation of calcium promotion and advertising; (6) an assessment of the appropriateness of survey data for identifying populations at dietary risk; (7) 10-year international agricultural projections; (8) food consumption and price policy analysis for Haiti, Indonesia, Jamaica, and Zambia; and (9) the initiation of a system for improved positioning of rural development programs. Many of these projects incorporated advanced microcomputer technology and large scale, econometric policy evaluation models. CARD supported 40 graduate students in the economics program at Iowa State University. The report includes a list of contracts and grants projects, a breakdown of funding sources, the total CARD operating budget, and list of CARD activities, publications and presentations for the year. (SV)

ED 296 504　　　　　　　　EC 210 268

Clark, DeWitt S., Jr.; And Others
The Effectiveness of Special Education Programs: Rethinking the Initiative.
PUB DATE- Oct 87
NOTE- 32p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); *Disabilities; Employment Level; *Graduate Surveys; High Schools; *Outcomes of Education; Personal Autonomy; State Programs; *Vocational Adjustment

IDENTIFIERS- Maryland

The study compared the life outcomes of four groups of graudates (N=844) from the Maryland high school class of 1981: regular education/nonvocational, regular education/vocational, special education/nonvocational, and special education/vocational. Data were analyzed to determine how special education graduates differed from regular education graduates in their achievement of life outcomes usually associated with the effectiveness of public education. The most striking finding was the lack of detectable differences between special education and regular education graduates 5 years after leaving high school. Findings indicated that special education students found jobs, left home, furthered their education, and got married at the same rates as regular education graduates. Results suggested that Maryland special education is effectively meeting the goal of equalizing the educational potential of special education graduates and that participation in special education did not lead to stigmatization or inferior instruction. (DB)

Foreign Language/Intercultural Program. Living in Our Host Nation (Eighth Grade). DS Manual 2650.8.
Dependents Schools (DOD), Washington, D.C.
PUB DATE- Apr 88
NOTE- 52p.; For related documents, see FL 017 511-520.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; Class Activities; Classroom Techniques; Community Services; *Cross Cultural Training; Curriculum Guides; Ecology;

Economics; Educational Objectives; *Foreign Countries; Grade 8; History; Holidays; Junior High Schools; Literature; Music; Second Language Instruction; *Sociocultural Patterns
IDENTIFIERS- *Dependents Schools

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The eighth grade guide contains units geared to a better understanding of the host nation--its history, economic system, institutions, community services, holidays, customs and traditions, art, literature, music, and ecology. The guide is illustrated with student art. (MSE)

ED 296 647 HE 021 517

Micou, Ann McKinstry, Ed.
U.S. College and University Initiatives To Expand Educational Opportunities for Black South Africans: A Models Workshop. Information Exchange: Working Paper #3.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- AT&T Communications, Inc., New York, NY.; Carnegie Corp. of New York, N.Y.; Edward W. Hazen Foundation, Inc., New Haven, CT.; Estee Lauder Companies, New York, NY.; Ford Foundation, New York, N.Y.; William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Apr 88
NOTE- 41p.; For related documents, see HE 021 515-516.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017-3580.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Black Education; Blacks; Career Development; *Educational Opportunities; Faculty Fellowships; Foreign Countries; Higher Education; Institutes (Training Programs); Minority Groups; *Models; Perspective Taking; Scholarships; Simulation; *Workshops
IDENTIFIERS- *South Africa

In 1979 the Institute of International Education (IIE), a nonprofit organization that works on education programs in 145 countries and with U.S. colleges and universities, began a scholarship program for black South Africans wanting to study in the United States. The models workshop, held at the offices of the IIE in 1987, was made possible by the cooperation of IIE and U.S. colleges and universities on the South African Education Program (SAEP). Five professionals representing different program models addressed issues related to the origins and implementations of their programs and associated problems. Ten respondents also participated. Two black South Africans involved in educational issues presented comments from the South African perspective on the issues raised. The workshop explored the roles that U.S. colleges and universities play in offering educational opportunities to black South Africans. It looked at the many programs currently operating to see what works and what does not work. This report covers the following: developing links; problems in launching or implementing programs; reactions on U.S. campuses; consultation; and advice to others planning programs. Each section looks at correspondence/on site, career development, faculty fellowship, academic exchange, math/science teaching, discussion, and the South Africa perspective. An information request is included so readers may make suggestions on additions. (SM)

ED 296 730 IR 052 394

Subject Bibliographies and Research Guides. 1985-1987.

San Francisco State Univ., CA. J. Paul Leonard Library.

PUB DATE- 87

NOTE- 218p.; For library services and additional subject research guides, see ED 295 683-684. Some pages on colored paper may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131)

DESCRIPTORS- *Abstracts; Annotated Bibliographies; College Libraries; *Indexes; Library Instruction; *Reference Materials; *Research Tools; Statistical Data

IDENTIFIERS- Pathfinders; *San Francisco State University CA

The 35 pathfinders in this collection provide selected information about information sources at the J. Paul Leonard Library for the following subjects: Biography; Book Reviews; Broadcasting; Business; Chemistry; Cinema; Computer Science; Corporations, Stocks and Industries; Costume and Fashion; Current Events and News Sources; Economic Censuses of the United States; Education Research; Engineering Research; Ethnic Studies; Foreign Country Information; Foreign Country Statistics; Foreign Trade Statistics; Geological Sources; Grants; Health Information Sources; History; International Marketing; Law--Checklist of Federal, State, and Local Sources; Legal Research Sources; Legislation--Tracing U.S. and California Bills; Marketing Research; Occupational Information; Physical Education/Recreation; Political Science/Public Administration; Psychology/Sociology/Social Work; Scholarships, Fellowships, and Loans; Tests and Measurements; United Nations Publications; United States Census and Population of Housing; and Women's Studies. Arranged in alphabetical order by title, the pathfinders include such information as card catalog subject headings; general reference sources; indexes and abstracts; encyclopedias and dictionaries; guides, handbooks, and directories; and computerized searching. Separate lists of guides available in selected subject areas are included. (EW)

ED 296 814 RC 016 590

Rasmussen, Linda
Migrant Students at the Secondary Level: Issues and Opportunities for Change. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-88-10
PUB DATE- Mar 88
NOTE- 12p.; For a related document, see ED 270 242. Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
CONTRACT- 400-86-0024
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Persistence; Access to Education; Change Strategies; *Dropout Prevention; Dropouts; *Educational Change; Educational Needs; Educational Strategies; Family School Relationship; *Migrant Adult Education; Migrant Problems; Migrant Programs; Migrant Youth; *School Holding Power; Secondary Education; *Secondary School Students; Student Attrition; Student Mobility; *Student Needs; Student Problems; Student School Relationship; Teacher Student Relationship; Withdrawal (Education)
IDENTIFIERS- ERIC Digests

Children of migrant farmworkers are among the segments of the population most difficult to educate. Data from 1974 indicates the average migrant student had a 40% chance of reaching ninth grade, an 11% chance of reaching 12th grade, and a less than 10% chance of graduating from high school. Factors correlated with students quitting school are failure in classes, dislike of school, having few credits, little involvement in extracurricular activities, poor grades, extensive migration, limited English fluency, and lack of self-assurance and family support. Needs of migrant secondary school students are affective (supportive, positive atmosphere); cognitive (remedial assistance, study skills development, time management, academic and vocational guidance); and technical (appropriate age/grade placement, credit acceptance, knowledge of graduation requirements). Direct services that secondary schools can offer to assist migrant students include academic assistance (counseling, credit accrual, tutoring, extended day/week/year programs, and special summer programs); career awareness (work experience programs and vocational education); alternative support programs (cooperative projects with community organizations and businesses and high school equivalency programs); and post-secondary programs (College Assistance Migrant Program, College Bound, and Mini-Corps). Suggested regional, state, and national efforts include staff development, model programs, advocacy, information dissemination, and expanded use of existing programs/organizations. (NEC)

Measuring Changes in Salaries and Wages in Public Schools: 1988 Edition. ERS School Management Reference Series.

Educational Research Service, Arlington, Va.

PUB DATE- 88
NOTE- 41p.
AVAILABLE FROM- Publications, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 218-00098; $34.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Compensation (Remuneration); Contract Salaries; *Economic Factors; *Educational Economics; *Educational Trends; Elementary Secondary Education; *Salaries; *School Statistics; Statistical Analysis; Tables (Data); Teacher Salaries
IDENTIFIERS- *Composite Indicator of Changes (Salaries)

The Educational Research Service annually reports an important statistical measure, the Composite Indicator of Changes in Average Salaries and Wages Paid by Public School Systems (CIC), which is designed to reflect overall changes in average salaries and wages paid by school systems in much the same way that the Dow Jones Average or the Standard and Poor's Index is designed to reflect changes in stock prices. This edition contains a full description of the development, computation, and use of the CIC, followed by a report on the changes in average salaries and wages in public schools for the decade 1977-78 to 1987-88. Its purpose is to aid in the analysis of trends in average salaries and wages paid public school employees in six component groups of school personnel: central office administrators, school building administrators, classroom teachers, auxiliary professional personnel, secretarial/clerical personnel, and other support personnel. The report shows how the composite indicator is compiled on a national and state basis, and how local school systems can compile CIC data for use in making salary and wage decisions. A section is also included on the Consumer Price Index (CPI), telling how this economic index can be compared with the CIC. Appended are a worksheet for compiling local school system CIC data and comparative data, along with outline bar graphs and line graphs for plotting comparative CIC data. References are included. (TE)

ED 296 476 EA 020 178

Chacko, Harsha E.
Administrators' Methods of Upward Influence and Perceptions of Their Supervisors' Leadership Styles.
PUB DATE- Apr 88
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; Deans; Department Heads; *Employer Employee Relationship; Higher Education; *Leadership Styles; *Persuasive Discourse
IDENTIFIERS- *Influence Strategies; *Upward Influence

Just as superiors influence subordinates, subordinates may influence superiors. This study scrutinizes the relationship between the techniques of influence used by subordinates and the way in which the subordinates view their superiors' leadership styles. Questionnaires were sent to 250 randomly selected administrators of hospitality education programs (out of a possible 370) in two- and four-year higher education institutions in the United States. A total of 157 surveys were returned, of which 144 were usable, for an overall return rate of 57.6 percent. These subjects were chosen because they also function as department heads of a clearly defined sub-unit of a college or university. The supervisors influenced by the department heads included deans, directors, and chairpersons. The Methods of Upward Influence instrument assessed upward influence methods and their frequency of use; the Perceived Leadership Style instrument gathered data regarding the subjects' views of their supervisors' leadership styles. The results revealed that the main methods of upward influence used by the department heads were reason and coalition. Reason employs facts and rational arguments to substantiate requests; coalition obtains the support of other members of an organization, such as faculty members, to exert upward influence. Treatment of the survey data suggests that subordinates are less likely to use assertiveness and higher authority (influencing the supervisor by appealing to someone at a higher level) to influence supervisors who clarify roles in achieving goals and who consider their subordinates' welfare. Reason seems to be a preferable method when good relationships exist between the subordinates and their supervisors. Forty-three references and three tables are included. (RG)

ED 296 490 EC 210 254

Bell, William G., Ed.; Ashford, Norman J., Ed.
Proceedings of the International Conference on Mobility and Transport of Elderly and Handicapped Persons (3rd, Orlando, Florida, October 29-31, 1984). Final Report.
Department of Transportation, Washington, D.C.
REPORT NO.- DOT-1-85-07
PUB DATE- Oct 84
NOTE- 416p.; Produced by the Office of the Secretary, Technology Sharing Program.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Air Transportation; Area Studies; Cost Effectiveness; Foreign Countries; Human Services; Microcomputers; *Mobility Aids; *Older Adults; *Physical Disabilities; *Physical Mobility; Program Development; Program Evaluation; Public Policy; Technology; *Transportation

These conference proceedings contain the texts of 62 papers. The first 17 papers include 4 keynote presentations as well as reviews of: major developments in several countries (Brazil, Canada, Great Britain, Jordan, Netherlands, Sweden, United States) and Hong Kong; handicapped travelers' access to air transport; and application of microcomputer technology to specialized transport. The remaining 41 papers report on various aspects of the state of the art. A sampling of titles and authors includes: "Towards a Global Policy on Transportation for Elderly and for Handicapped Persons" (Lennie-Marie Tolliver); "The Importance of Mobility Opportunities for the Elderly and Handicapped" (Alfred Dellibovi); "Coping with the Handicapped Air Traveller" (J. Dunlop); "Study of Restricted Mobility Levels and Trip Characteristics of the Disabled in Japan" (Tetsuo Akiyama); "Spacial Design Technique for Users of Wheelchairs and Other Mobility Aids" (John Bails); "Evaluating the Benefits of Special Transport for Elderly and Disabled Persons" (S. Bowlby et al.); "Monitoring the Trials of a Prototype Taxi Accessible to Disabled People" (M. Hall et al.); and "Developing and Implementing Functional Eligibility Criteria for Users of Specialized Transportation Services" (Judith Hollander and Robert Works). (JDD)

ED 296 548 EC 210 317

Woods, Paula A.; And Others
Learning Disability Programs in Large Universities. Research Report #18-87.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 87
NOTE- 20p.; A product of the Office of Vice Chancellor for Student Affairs.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Admission Criteria; College Admission; *College Programs; College Students; *Counseling Services; Diagnostic Tests; *Educational Diagnosis; Evaluation Methods; Higher Education; *Learning Disabilities; Program Development; School Counseling; Standardized Tests; Student Evaluation; *Student Personnel Services; Student Placement; *Universities

Thirteen large state universities offering comprehensive services to learning-disabled students responded to a questionnaire concerning general program characteristics, existing support services, accommodations to aid students in using those services, standardized assessment and diagnosis, and types of academic assistance. Results showed that most institutions offered such support services as priority registration, special test/quiz administration, reader services, tutor services, and extra time to complete assignments. Academic, social, and career counseling was offered by all schools. For learning-disabled students who did not meet admissions criteria, half of the institutions used standardized diagnostic information describing the learning disability for additional consideration of admissibility, while others used pre-admission interviews, grade point averages, writing samples, letters of recommendation, and in-house testing to determine admissibility. The two most-often reported standardized instruments used to assess learning disability were the WAIS-R and the Woodcock-Johnson Psychoeducational Battery. Most institutions did not use assessment information for placement in classes, but did use it to design support services and accommodations for the students. Implications for student personnel services, faculty development, and future research are outlined. (Author/JDD)

ED 296 562 EC 210 331

Lorsbach, Thomas C.; Worman, Linda J.
The Development of Explicit and Implicit Forms of Memory in Learning Disabled Children.
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Age Differences; Elementary Education; Individual Differences; *Learning Disabilities; *Learning Processes; *Memory; *Recall (Psychology); Retention (Psychology)

Cognitive theorists distinguish between two forms of memory. Explicit memory, requiring the conscious reinstatement of episodic memories, is manifested on traditional tests where the student is asked to retrieve information previously learned. Implicit memory is evoked when task completion is facilitated by prior experience with a similar task. Two groups of learning disabled (LD) and two groups of nonlearning disabled students in grades 3 and 6 (N=60) were compared on a series of three tasks measuring picture memory. Results confirmed the hypothesis that significant effects of grade and subject group would be observed with the two tasks requiring explicit memory, while no differences would be observed on the implicit memory task. Significant grade and developmental differences were observed in an initial picture naming task which provided a measure of the speed with which the student is able to gain access to name codes in long-term memory. Similarly, in a follow-up task requiring free recall of as many of the pictures as possible, older children remembered a greater number than younger children, and nondisabled children remembered more items than LD children. These developmental and individual differences were eliminated in the fragment completion test, which relied on implicit memory. (JW)

ED 296 576 FL 017 452

Lee, William R.
Communicative Talk in Interview-Type Assessment of Spoken English.

PUB DATE- Mar 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); *English (Second Language); Examiners; *Interaction; *Interviews; *Language Tests; *Test Anxiety

The primary purpose of the interview-type of language proficiency evaluation is to get a rough idea of the language learner's ability at oral communicative exchange. However, interview examinations are often structured in such a way that true exchange is unlikely. Questions elicit obvious answers in a way unlike everyday conversation. Potential obstacles to real conversational exchange include tension surrounding the examination, the examiner's manner, the seating arrangement, the subject matter of the exchange, and the number of people involved in the exchange. Reduction of this "paraphernalia of intimidation" would allow learners to do more justice to their own English language ability. While it is difficult to reduce some sources of student tension, the examiner's flexibility and relaxed manner and a comfortable seating arrangement that does not put the examiner and learner in direct opposition can eliminate some tension. The learner could also be allowed to choose the subject matter to encourage him to speak openly about things that are interesting and familiar to him. Group assessment, in which those being evaluated converse with each other in pairs or small groups, under the direction of an interlocutor, shows promise as an assessment technique. (MSE)

ED 296 591 FL 017 473

Garrott, C. L.
Teaching the Passe Compose and the Imparfait in French: Traditional versus Aspectual Methods.
PUB DATE- 22 Jul 88
NOTE- 16p.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *French; *Instructional Effectiveness; Second Language Instruction; Teaching Methods; *Tenses (Grammar); Two Year Colleges; *Verbs

A study compared the effectiveness of two methods of teaching the passe compose and imparfait of French verbs. Sixty community college students were randomly assigned to two treatment groups, one taught with the traditional method focusing on rules governing tense application, and the other taught by the aspectual method, which treats the imparfait as a background to a verb in the passe compose. The same oral and written exercises were used in each group. Students were tested on 20 items. The results indicate that the aspectual method was significantly more effective in this experimental situation, but not by a great margin. Some students in each group performed poorly on the test. Confounding variables may include short treatment period preceding the test and the subjects' awareness that they were not being tested for a grade. However, it is concluded that the aspectual method may be the more effective for introducing the two tenses, with the traditional method used for later refinement of tense definitions. (MSE)

ED 296 621 HE 021 375

Duncan, Marjorie

A Study To Determine the Attainment of the Goals and Objectives of an Innovative Baccalaureate Nursing Program.

PUB DATE- Jun 87
NOTE- 146p.; Ed.D. applied research project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTORS- *Bachelors Degrees; College Graduates; College Seniors; *Educational Objectives; Evaluation Criteria; Higher Education; *Nursing Education; Program Effectiveness; *Program Evaluation; *Student Attitudes
IDENTIFIERS- *City University of New York Hunter College

The effectiveness of the Registered Nurse Pathway Program at the Hunter-Bellevue School of Nursing at Hunter College was evaluated. The program was designed to provide an innovative approach to the acquisition of professional nurse behaviors for employed registered technical nurses who desire a baccalaureate degree in nursing. A total of 68 seniors and 96 graduates were surveyed to determine their perceptions of the program, and specifically 135 criteria about program achievements. While both seniors and graduates generally agreed that the goals and objectives of the program had been achieved, significant differences were found between the two groups in their perceptions of the attainment of 6 to 10 program goals and 5 of 9 instructional objectives. It is concluded that there is a need to: improve the research-related competencies of nurses; provide day and evening sections of the same classes; improve parking and child care facilities; improve the opportunity for full-time students to graduate within 2 years; improve the ability of nurses to involve community groups in the planning of health care programs; and improve the delivery of such health care programs. The appendixes include the questionnaire and perceptions of the program by respondents. (Author/SW)

ED 296 634 HE 021 498

Moultry, Murphy
Multicultural Education among Seniors in the College of Education at Ohio State University.

PUB DATE- 9 Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Ethnic Bias; Ethnic Groups; Higher Education; Hispanic Americans; Minority Groups; *Multicultural Education; *Racial Attitudes; Racial Bias; Research Needs; Social Bias; *Student Attitudes; *Student Teachers; *Teacher Education; Teacher Education Curriculum
IDENTIFIERS- *Ohio State University

The Ohio State University College of Education, in response to the discovery that its multicultural education program did not meet the standard of the National Council for Accreditation of Teacher Education, conducted a survey of student teachers in 1985-86 to assess students' opinions and knowledge of multicultural education. Four survey instruments were developed and distributed randomly. Total response rate exceeded 90% (n=614), and each of the four surveys was completed by one-fourth of the respondents. The results of the analysis of two of the four surveys are presented here. Based on the results, the following conclusions were drawn about 30% to 40% of the student teachers and the preparation they had received: students showed a lack of empathy with minority problems in regard to institutional racism; students demonstrated a lack of knowledge about indirect, non-proximate causes for human actions; and students expressed a lack of confidence in education and politics as sources for change in the way in which people think and act relative to pluralistic values. Recommendations were made regarding the attitudes, understanding and abilities that graduates should have, with suggestions for operationalization that include: at least one course dealing with different cultural groups; budgeting to plan and implement inservice programs for faculty on including multicultural education content in their courses; direct field experiences with multicultural populations; employment of more ethnic and racial minorities among faculty and staff; and rewards, through promotion, tenure and merit pay, for work on multicultural education. Recommendations for research are also provided. Data are summarized in 6 tables. (KM)

ED 296 660 HE 021 530

McGinty, Robert L.

Robert's Rules for Optimal Learning: Model Development, Field Testing, Implications!

PUB DATE- Jun 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Cognitive Processes; Conditioning; Creative Teaching; Educational Strategies; Higher Education; Intervention; Learning Experience; *Learning Motivation; *Learning Strategies; Models; *Psychoeducational Methods; *Suggestopedia

The value of accelerated learning techniques developed by the national organization for Suggestive Accelerated Learning Techniques (SALT) was tested in a study using Administrative Policy students taking the capstone course in the Eastern Washington University School of Business. Educators have linked the brain and how it functions to various pedagogies that maximize learning productivity and shorten the learning curve. The model investigated in this study assumes that learning involves using both sides of the brain working together to identify subject content and relationships. According to researcher Georgi Lozanov, external stimuli activate the human senses and identify the existence of a sort of sixth sense (creativity or intuition). The variables in this whole brain optimal learning model are external and internal stimuli, the physical learning environment, the brain and the person's reactions to the learning environment, and the classroom facilitator and his sense-related aids. A review of pertinent literature is provided. The seven steps of optimal learning are discussed. It is noted that the responsibility for learning lies with the student who must be placed within the appropriate learning environment. The methodology for the study is detailed. Results suggest that the Lozanov method of optimal learning is preferred by students, and that they learn more in this situation. The study shows critical thinking can be learned, though there is no foolproof way to teach students to be creative thinkers. Contains 15 references. (SM)

ED 296 675 HE 021 578

National Health Service Corps Amendments Act of 1987. Report together with Minority Views to Accompany H.R. 1327. House of Representatives, 100th Congress, First Session.
Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.
REPORT NO.- House-R-100-252
PUB DATE- Jul 87

NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Legislation; *Health Personnel; Higher Education; Labor Market; *Labor Supply; *Loan Repayment; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *National Health Service Corps

A congressional report is presented on a bill to amend the Public Health Service Act to establish a National Health Service Corps Loan Repayment Program and to revise and extend the program for the National Health Service Corps (NHSC). The National Health Service Corps Amendments Act of 1987 extends authorizations for 3 fiscal years (FY 1988-1990). In addition, it creates a loan repayment program that will repay the educational loans of health professionals in return for their service in health manpower shortage areas. The bill also clarifies the authority of the NHSC to: terminate the designation of a geographic area as a health manpower shortage area, delay the beginning of the period of obligated service for a NHSC scholarship or loan repayment recipient for the purpose of additional training; designate the areas in which NHSC obligees may be assigned under the private practice option, and award loans to NHSC members to enter into the private practice of their profession. In addition, the bill requires the Secretary of Health and Human Services to prepare an annual report to the Congress on the number of individuals needed in the NHSC during the 3 fiscal years following the fiscal year in which the report is submitted. (SW)

ED 296 703 IR 013 330

Schwartz, Steven; And Others
An Empirical Study of a "Metacourse" To Enhance the Learning of BASIC. Technical Report.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETC-TR87-7
PUB DATE- Sep 87
NOTE- 60p.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Processes; Error Patterns; High Schools; *Instructional Effectiveness; Intermode Differences; Models; Pretests Posttests; *Programing; Questionnaires; Teacher Attitudes; *Teaching Methods; *Transfer of Training
IDENTIFIERS- BASIC Programing Language; *Metacourses

This study examined the effectiveness of a metacourse consisting of eight lessons interspersed over a semester-long beginning course in BASIC and aimed at providing mental models, problem-solving strategies, key concepts, and other heuristic structures. The experimental group consisted of 6 teachers who taught 9 classes of a total of 132 high school students; the control group consisted of 9 teachers who taught 13 classes of a total of 239 high school students. Data collection included a student questionnaire on previous experience with computers, a pre/posttest to assess general cognitive skills at the beginning of the term and possible transfer effects at the end, classroom observations, an end-of-semester test on BASIC, and homework assignments. Analysis focused on teachers' fidelity to the metacourse lessons, the impact of instruction on the students' mastery of BASIC, and the transfer of cognitive skills from programming to other domains. Results showed that teachers were faithful to the lessons and found them quite teachable. Experimental group students made significantly fewer errors on the test of BASIC and did significantly better on all major categories of problems. Evidence of transfer that was observed was limited to a particular problem similar to the programming tasks. The appendices include examples from the metacourse manual, the cognitive skills pre/posttest, the BASIC test, the classroom observation sheet, and the student questionnaire. (34 references) (Author/MES)

ED 296 717 IR 013 400

Dalton, Bridget M.; And Others
"I've Lost My Story!" Integrating Word Processing with Writing Instruction.

PUB DATE- 7 Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Computer Literacy; *Elementary School Students; Grade 4; Guidelines; Intermediate Grades; *Keyboarding (Data Entry); *Learning Disabilities; *Teaching Methods; *Word Processing; *Writing Instruction

Focusing on ways to teach fourth-grade students the machine skills they need to make the computer a fluent writing tool, this study sought to identify the word processing skills that students need to learn and the ones that are most difficult, and the instructional approaches that work best in teaching word processing skills. The problems and solutions presented in this paper draw on weekly observations of writing sessions with both normally achieving and learning disabled children in four 4th grade classrooms, together with ongoing conversations with their teachers. Preliminary findings indicate that word processing skills may be too difficult for elementary school children to learn, but it is suggested that this conclusion may be premature. While the research identifies the problems of acquiring word processing skills, it also illuminates several factors that contribute to student's difficulties and points to some practical directions for teaching word processing skills more effectively. These factors are: (1) simultaneous attention to writing and word processing; (2) interference of keyboarding problems; (3) lack of systematic monitoring and follow-up; (4) premature teaching of advanced editing skills; (5) teacher inexperience with computer software and management; (6) software weaknesses; and (7) a research artifact (requiring students to save each day's work). An approach to teaching machine skills based on these findings is suggested, including several general guidelines and a model for balancing attention to writing and word processing. The text is supplemented by two graphs and one figure. (13 references) (EW)

ED 296 773 JC 880 336

Fall Enrollment Report: University of Hawaii Community Colleges, Fall 1987.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.

PUB DATE- Dec 87
NOTE- 27p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Age; *Community Colleges; Credit Courses; *Enrollment; *Enrollment Trends; Females; Full Time Students; Majors (Students); Males; Part Time Students; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Hawaii

The tables presented in this report summarize enrollment trends and the academic and personal characteristics of students enrolled in credit programs at six University of Hawaii community colleges in fall 1987. The report focuses on headcount by college, changes in headcount and full-time equivalent (FTE) enrollments between 1977 and 1987, selected characteristics (i.e., sex, educational objective, major program area, attendance status, course load, educational level, residence, tuition status, age, registration status, and ethnicity) of regular credit students, and distribution of majors by program and campus. Highlighted findings include the following: (1) in fall 1987, 29,317 students were enrolled in the six colleges, including 20,342 regular students in credit programs, 229 early admits/concurrent registrations, 1,730 students in non-credit apprenticeship/journeyworker programs, and 7,016 students registered in community service and employment training programs; (2) Adult Care Home Operator, Associate Degree Nursing, and Early Childhood Education programs experienced substantial enrollment increases, while Dental Assisting, Aviation Maintenance, Building Maintenance, and Medical Lab Technology programs experienced enrollment decreases; (3) the proportion of women attending the community colleges rose steadily between 1977 and 1987, except for a slight dip in 1983; and (4) the average student semester hours (SSH) carried by full- and part-time students continued a downward trend that began in 1974, dropping from 9.4 SSH in 1983 and 9.1 SSH in 1985 to 8.9 SSH in 1987. (EJV)

ED 296 801 PS 017 460

Youngblade, Lise M.; Burgess, Robert L.

A Path Analysis of the Role of Social Competence in Fifth-Grade Children's Peer Relationships.

PUB DATE- Apr 87
NOTE- 25p.; Paper is based on first author's Master's Thesis, Pennsylvania State University. Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Grade 5; Intermediate Grades; *Interpersonal Competence; *Loneliness; Path Analysis; *Peer Relationship; Social Cognition
IDENTIFIERS- *Satisfaction; *Sociometric Status

The goal of this investigation was to explore the role social competence plays in peer group relations. Social competence, as based on exchange theory, was "operationalized" as including high levels of interpersonal positiveness, and accuracy in perceiving one's social status. Also explored was the extent to which satisfaction is a consequence of competence and social status. A total of 50 fifth-graders were interviewed, providing data in four domains: (1) sociometric status; (2) perceived sociometric status; (3) loneliness and social dissatisfaction; and (4) interpersonal positiveness in different social situations. Results indicated that unpopular children were more dissatisfied and lonely, and less interpersonally positive, than average or popular classmates. Further, even though all the children were fairly accurate perceivers of their social standing, unpopular children overestimated it, while average and popular children underestimated their peer group status. When path analysis was used to test an exchange theory model of social competence and peer relationships, findings indicated that social competence significantly predicted social status which, in turn, significantly predicted social satisfaction. (Author/RH)

ED 296 842 RC 016 661

Title IV Indian Education Program Evaluation 1986-87.

Albuquerque Public Schools, NM. Planning, Research and Accountability.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 22p.; For the 1985-86 report, see ED 277 533.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *American Indian Education; American Indians; Elementary Secondary Education; Parent Participation; Program Effectiveness; *Program Evaluation; *Remedial Instruction; Reservation American Indians; *Student Improvement; Student Needs; Teacher Attitudes; *Tutorial Programs; Urban American Indians
IDENTIFIERS- *Albuquerque Public Schools NM; Indian Education Act 1972 Title IV; Navajo (Nation); New Mexico (Albuquerque); Pueblo (People)

Albuquerque (New Mexico) public schools used a Title IV Part A grant to improve academic and behavioral functioning of American Indian elementary and secondary school students. The program's focus was tutoring provided to 899 Indian students from Canoncito Navajo Reservation, the Isleta Pueblo, and the city. A project coordinator, a resource teacher, and 34 tutors served 18 elementary schools, 16 middle schools, and 10 high schools in the district. The program achieved its two academic objectives. During the 1986-87 school year, elementary and middle school students mastered an average of eight competencies each in mathematics and language arts. Ninety percent of these students mastered at least four mathematics competencies; 69% mastered at least four language competencies. Students in grades 6-12 made a mean gain of 1.23 points in grade point average on a scale in which A plus equals 13 and F equals 1. Behavior ratings fell short of the objectives, but 75% of teachers felt that the observed improvement justified the time spent out of class. Eighty-five percent of teachers thought the program was somewhat or very successful in meeting student needs. The Parent Advisory Committee (PAC) held 17 meetings, 3 public hearings, and 3 parent training sessions. The working relationship between the PAC and project administrators was commended in the State Department of Education audit report. Includes eight data tables and recommendations to improve math tutor training and academic skills evaluation instruments. (SV)

ED 296 520 EC 210 288

Welsh, William A.; Walter, Gerard G.

The Effect of Postsecondary Education on the Occupational Attainments of Deaf Adults.

Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 30 Jun 87

NOTE- 21p.; For related documents, see EC 210 285-290.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Associate Degrees; Bachelors Degrees; Career Ladders; College Graduates; Comparative Analysis; *Deafness; Degrees (Academic); *Education Work Relationship; *Employment Level; Employment Patterns; Higher Education; High School Graduates; High Schools; Occupational Mobility; *Outcomes of Education; *Postsecondary Education; Salary Wage Differentials; *Socioeconomic Status; Technical Institutes; Unemployment; Wages; White Collar Occupations

This study examined the work force attainments of three groups of deaf adults: persons with no college degrees, persons with sub-Baccalaureate degrees, and persons with Bachelor degrees. Data were derived from the "Alumni Feedback Questionnaire" of the National Technical Institute for the Deaf and from the "Secondary School Graduate Follow-up Program for the Deaf." They were compared on the following variables: unemployment rate, socioeconomic status, and vertical mobility. Results showed that deaf adults with degrees fared much better in the work force than did deaf high-school graduates in a number of ways: (1) Their unemployment rates were substantially lower. (2) They were employed much more often in managerial/professional occupations, indicating that deaf people increased their employment in white collar careers as they attained higher degrees. (3) They earned significantly higher wages over the course of a lifetime. In the area of upward mobility, a degree appeared not to make as much difference. Deaf adults without college degrees and those with Bachelor degrees showed little vertical mobility; those with sub-Bachelor degrees showed some gains over a 15-year period, probably due to entering occupational areas with career ladders. (Author/JDD)

ED 296 534　　　　　　　　EC 210 302

Burge, D. A.; And Others
Meeting the Challenge: Treating Diverse and Difficult Problems in Therapeutic Foster Families.
PUB DATE- Aug 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; *Behavior Problems; Case Studies; Demonstration Programs; Elementary Secondary Education; *Foster Care; *Foster Family; Individualized Programs; Intervention; Mental Health Programs; *Parent Role; Therapeutic Environment

The PRYDE program is described as a foster family-based treatment program which has treated a wide diversity of seriously disturbing child behaviors since 1981 with a 70% success rate of discharging children to less restrictive settings. Children are treated individually within separate families and local communities, thus avoiding problems associated with group residential settings. Foster parents are trained to function as highly qualified treatment agents by using a variety of teaching, motivational, and relationship-building skills. They document daily use of these skills according to an individualized treatment plan. Supervision and in-home training are conducted by a parent supervisor, who also provides 24-hour on-call services to parents. The bulk of the document consists of detailed case studies of three children ages 6, 11, and 18 which illustrate how family-based treatment can be highly individualized for children with widely differing presenting problems. (Nine figures are provided.) (JW)

ED 296 690 HE 021 598

Wilcox, Lee

Arab Republic of Egypt: A Study of the Educational System of the Arab Republic of Egypt and a Guide to the Academic Placement of Students in Educational Institutions in the United States. World Education Series.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

REPORT NO.- ISBN-0-910054-92-4

PUB DATE- 88

NOTE- 116p.; Placement recommendations and grade equivalencies approved by the National Council on the Evaluation of Foreign Educational Credentials. Sample documents reproduced in appendices contain marginally legible print.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington, DC 20036 ($15.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)

DESCRIPTORS- College Admission; College Students; *Comparative Education; Degrees (Academic); Elementary Secondary Education; *Foreign Countries; *Foreign Students; Graduate Study; Higher Education; International Educational Exchange; Postsecondary Education; *Student Placement; Study Abroad

IDENTIFIERS- *Egypt; *Foreign Educational Credentials

The educational system of Egypt is described, and guidelines are given for the placement of Egyptian students in U.S. colleges and universities. The following chapters are provided: (1) Introduction (history of education, administration, and finance); (2) Basic and Secondary Education (including standard and Al-Azhar schools, technical education and training of primary teachers); (3) University Education (history, administration, faculty, admissions, courses of study, grading, and graduate programs); (4) Other Postsecondary Education (intermediate and higher institutes and other institutions); and (5) Guidelines and Placement Recommendations (selectivity, catalogs, spelling, America & Mideast Education and Training Services Inc., Supreme Council of Universities, Cultural and Education Bureau, and placement recommendations). Appendices provide sample documents for basic and secondary education, undergraduate credentials, graduate credentials, nonuniversity postsecondary institutions, and a list of Egyptian National University Faculties and Institutes, 1984-85. A glossary and index are also provided. Contains 10 references. (KM)

ED 296 745 JC 870 507

Collective Bargaining Agreement between the Board of Trustees of Regional Community Colleges and the Congress of Connecticut Community Colleges, July 1, 1984 to June 30, 1987.

National Education Association, Washington, D.C. Research Div.

PUB DATE- 84
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Teacher Dismissal; Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- *Connecticut; National Education Association; *NEA Contracts

The collective bargaining agreement between the Board of Trustees of Regional Colleges and the Congress of Connecticut Community Colleges, the sole bargaining agent for all professional employees in the colleges, is presented. The 25 articles in the agreement set forth provisions related to employee, board, and union rights; deduction of dues and service fees; academic freedom; grievance procedures; personnel files; faculty appointments and reappointments; working conditions and workload; teacher evaluation; promotion; termination or reassignment for special reasons; separation because of incapacity; transfer and program/campus restructuring; dismissal and discipline; personal and professional leaves of absence; holidays and vacations; salary and fringe benefits; the labor management committee; the extent, term and duration of the agreement; and a savings clause. Provisions related to part-time faculty and a salary schedule are appended. (AYC)

ED 296 759 JC 880 316

Sullins, W. Robert, Ed.; And Others
Increasing Rural Adults' Participation in Collegial Programs: Exemplary Programs. Proceedings of the Rural Action Conference "Programs and Activities to Overcome Barriers to Rural Adult Participation in Postsecondary Education" (Blacksburg, Virginia, June 1-3, 1987).
SPONS. AGENCY- Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.
PUB DATE- Jun 87
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Learning; Community Colleges; *Demonstration Programs; Distance Education; Educational Cooperation; *Outreach Programs; Participation; Program Descriptions; *Rural Education

Approximately 85 educators from six states participated in a regional conference designed to showcase exemplary and collaborative programs to overcome many of the barriers faced by rural adults in pursuing higher education. After the keynote address, "The Role of Adult Learning in Revitalizing Rural Communities," by Cornelia Butler Flora, the following descriptions of 19 exemplary programs are provided: (1) "After the Associate Degree...Distance Education via Computer Conferencing" (re: the American Open University of NYIT; (2) "The Community College as Resource to Local Literacy Programs" (re: Mountain Empire Community College, Virginia); (3) "Adult Learners and AEOC--Accepting the Challenge" (re: Appalachian Educational Opportunity Center, Virginia); (4) "Efforts to Overcome Barriers Experienced by Rural Adults" (re: Caldwell Community College, North Carolina); (5) "The North Carolina Rural Renaissance Consortium" (re: Central Piedmont Community College); (6) "Academic Articulation Agreement between Clinch Valley College (Virginia) and Virginia Highlands Community College"; (7) "Older Worker Program" (re: Hazard Community College, Kentucky); (8) "The MAPP (Moving--Academically, Professionally, and Personally) Program at Lander College (South Carolina)"; (9) "Mars Hill College (North Carolina) and York Technical College (South Carolina): Education in the Workplace"; (10) "Adult Degree Program" (re: Mary Baldwin College, Virginia); (11) "Project Employment Potential" (re: New River Community College, Virginia); (12) "Rural Education Project" (re: Piedmont Virginia Community College); (13) "Reaching Out to Adult Learners: Using Inexpensive Telecommunications Technology and Implementing a Flexible Adult Degree Program" (re: Radford University, Virginia); (14) "Telecommunications Technology" (re: Southern West Virginia Community College); (15) "Single Parents and Displaced Homemakers' Program and Single Parent/Homemaker Career Awareness" (re: Tri-Cities State Technical Institute, Tennessee, and Hazard Community College, Kentucky); (16) "How a Small Liberal Arts Institution in Tennessee Is Meeting Corporate Educational Needs" (re: Tusculum College); (17) "Reentry Center" (re: Western Kentucky University); (18) "Providing Library Service to Rural Areas at West Virginia College of Graduate Studies"; (19) "Educational Talent Search" (re: Wytheville Community College, Virginia). (MDB)

ED 296 787 PS 017 437

Towner, Daniel R.

A Review of Research Literature on the Effects of Pupil Retention.

PUB DATE- 21 Jul 88
NOTE- 47p.; Exit Paper, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; *Educational Practices; Elementary Education; *Elementary School Students; *Grade Repetition; Guidelines; Literature Reviews; *Psychological Patterns; *Social Development

Based on research selected from a search of the ERIC database, this literature review covers material that concerns academic achievement of retained students, social and psychological effects of retention, and recommendations for educators making retention decisions. After a definition of terms, 31 articles are extensively annotated. Most research suggested that retention did not significantly improve academic achievement. Existing data did not support competency-based promotions. Delay of school entry and use of special transition classes were ineffective in bolstering achievement scores. (RH)

ED 296 827 RC 016 616

Sarvela, Paul D.; And Others
A Drug Education Needs Assessment in a Rural Elementary School System: Results and Curriculum Recommendations.
PUB DATE- 11 Feb 88
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Education; Curriculum Design; Drinking; *Drug Education; Drug Use; Elementary Education; Parent Attitudes; Questionnaires; *Rural Schools

This report presents the results of a needs assessment study on comprehensive drug education conducted for a small rural K-8 school. A brief review examines the literature on drug and alcohol abuse among rural youth. Parents, teachers, and students were surveyed to assess their needs, interests, and knowledge of drug and alcohol abuse. Twenty percent of children in grades kindergarten through three and 43% of older children reported having tasted beer while 13% of second graders and 19% of children in grades four through eight had tried cigarettes. All students cited parents as the first source they would go to for information about drugs, although as students increased in age they more frequently cited other sources of information. Ninety percent of parents believed drug education should occur in the schools. Parents believed educational programs should focus on facts about drugs, their harmful effects on the body, drinking and driving, and the legal ramifications of drug use. The report recommends a parent education program, since parents are cited most frequently as a source of information about drugs and alcohol. Recommended goals for school drug and alcohol education programs include identification of sources of drugs; identification of people who are reliable sources of information; description of the effects of drugs on the body; and demonstration of positive, independent, decision-making skills. The report recommends that a drug education committee select curriculum materials to meet the objectives of the comprehensive drug education program. (Thirty-five references are listed, and the appendixes contain six questionnaires, a table of results, and a list of recommended curriculum materials.) (DP)

ED 296 505 EC 210 270

Beck, Frances W.
Mainstreaming--Panacea or Pandora's Box.
PUB DATE- 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Needs; Elementary Secondary Education; *Mainstreaming; *Mental Retardation; Peer Acceptance; *Program Effectiveness; Racial Segregation; Self Concept; Trend Analysis

The paper explores the issue of mainstreaming and reviews some of the literature relevant to the educational environment of mentally handicapped children. Various viewpoints such as ambiguous efficacy results, effects on self-concept, lack of mainstream services, rejection of retarded children by normal peers, and racial segregation in special classes are reviewed. Factors that have created difficulty in the implementation of the concept of mainstreaming are discussed. It is concluded that until adequate resources and well trained personnel are provided for the implementation of programs it will not be possible to adequately evaluate the effectiveness of mainstreaming. (Author/DB)

ED 296 577 FL 017 457

Perkins, Kyle; Duncan, Ann

An Item Discriminability Study of the Iowa Tests of Basic Skills (Form G, Level 12) Language Skills Test.

PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Correlation; Item Analysis; *Language Skills; *Language Tests; Language Usage; Punctuation; Spelling; Standardized Tests; Test Construction; *Test Items
IDENTIFIERS- *Iowa Tests of Basic Skills; *Item Discrimination (Tests)

An item discriminability study of the Iowa Tests of Basic Skills Language Skills tests identified test items that are robust discriminators, psychometrically capable of separating low scorers from higher scorers in the language tests battery. The analysis was conducted by calculating a point-biserial correlation for each item on the four language skills subtests in spelling, capitalization, punctuation, and usage and expression. Results show the spelling test to be the most robust in terms of having the highest average point-biserial correlation and the highest total percentage of items meeting the discriminability criterion. The other three subtests clustered together far below the spelling test. The findings are intended for the use of teachers and administrators using this and other standardized tests for the same skills objectives, and teachers and test developers interested in developing their own assessment instruments. (MSE)

ED 296 592 FL 017 475

Oltman, Philip K.; Stricker, Lawrence J.

How Native Language and Level of English Proficiency Affect the Structure of the Test of English as a Foreign Language (TOEFL).

Educational Testing Service, Princeton, N.J.
PUB DATE- Mar 88
NOTE- 15p.; Paper presented at the Annual Colloquium on Language Testing Research (10th, Urbana, IL, March 5-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Construct Validity; *English (Second Language); Language Proficiency; *Languages; *Language Tests; *Standardized Tests; *Test Construction; Test Interpretation; Test Items
IDENTIFIERS- *Test Of English As A Foreign Language

A study examined the relationship of native language and level of English proficiency to the structure of the Test of English as a Foreign Language (TOEFL). Using all of the information provided by various responses to the test's items (the four alternatives, omitted, and not reached), the items' interrelations were analyzed by three-way multidimensional scaling for samples of examinees systematically varying in native language and level of English proficiency. Four dimensions were identified: three corresponded to the sections of the test, and the fourth was an end-of-test phenomenon. The dimensions were predominantly defined by easy items and were most salient for low-scoring examinees. Native language had little influence on results. The major conclusions were that the TOEFL's construct validity is supported, the test's interpretation varies with the examinees' English proficiency, easy and difficult items differ in their potential for diagnosis and global screening, and the dimensionality of the TOEFL and of competence in English depends on the examinees' English proficiency. (Author/MSE)

ED 296 608 FL 017 520

Foreign Language/Intercultural Program. Appendix. DS Manual 2650.9.

Dependents Schools (DOD), Washington, D.C.

PUB DATE- Apr 88

NOTE- 53p.; For related documents, see FL 017 511-519.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Art; Athletics; Class Activities; Classroom Techniques; *Cross Cultural Training; Culture Contact; Curriculum Guides; *Educational Objectives; Elementary Secondary Education; *Experiential Learning; *Foreign Countries; Second Language Instruction; Student Organizations; *Study Abroad; Travel; Worksheets

IDENTIFIERS- *Dependents Schools

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The appendix contains a variety of activities not specifically designed for one grade level but useful at all levels as a supplement to contents of the grade-level guides. These include a bank of foreign language and intercultural activities designed for 5- and 10-minute classroom intervals; suggested questions for interviewing a new student; planning ideas and projects for host country study trips; planning ideas for a host nation club; suggestions for creating a host nation scrapbook; ideas for an intercultural activity day; sports activities; suggestions for planning a volksmarch; suggestions for an international arts festival; and other thematic suggestions for host nation activities. (MSE)

ED 296 648 HE 021 518

Tchudi, Stephen N.
Teaching Writing in the Content Areas: College Level.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-0786-7
PUB DATE- 86
NOTE- 131p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($9.95, Stock No. 0786-7).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Assignments; College Faculty; *College Instruction; College Students; Content Area Writing; Curriculum Enrichment; Higher Education; Student Improvement; Teacher Expectations of Students; Teacher Student Relationship; Teacher Workshops; Writing (Composition); Writing Across the Curriculum; Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Skills
IDENTIFIERS- QUEST Program

College instructors concerned about student writing quality are provided with information on writing in the content areas and writing across the curriculum. Following an overview of writing in the content area, the chapters focus on writing and learning--"workaday" writing (personalizing knowledge through writing, forms of workaday writing, other workaday forms, and workaday writing and inquiry learning); writing projects in the disciplines (assignment making and the writing process from assignment to writing); evaluating writing (evaluation in process, grading content writing, the issue of correctness, and a note on evaluation through writing); examples of content writing projects (the QUEST program, teaching science writing, thinking before writing in public relations, social action portfolio, landscape history, simulations and case studies, science dialogues, consumer reports, and interdisciplinary humanities); Writing across the Curriculum programs (Michigan Technological University, University of North Carolina at Wilmington, State University College of New York at Fredonia, The University of Michigan, and Montana State University); and faculty workshops (writing and teaching). Contains 106 reference. (SM)

ED 296 676 HE 021 579

High School Graduates: Projections by State, 1986 to 2004.

College Board, New York, NY.; Teachers Insurance and Annuity Association, New York, N.Y.; Western Interstate Commission for Higher Education, Boulder, Colo.

PUB DATE- Mar 88
NOTE- 61p.
AVAILABLE FROM- Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80301-0200 ($10.00 plus $2.00 handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Enrollment Projections; Geographic Regions; Higher Education; *High School Graduates; High Schools; Private Schools; Projective Measures; Public Schools

High school graduate projections from late 1987 to the year 2004 are made for total public and nonpublic high school graduates for all 50 states and the District of Columbia. Patterns in historical data are analyzed at the state level and aggregated to the regional and national level. The projections are based on a cohort survival method, which assumes that enrollments and graduates can be projected by measuring the survival or transition of birth cohorts into first grade and then from one grade level to the next. Projections include: the number of nonpublic graduates is expected to decrease 17% before the year 2000; in the West, the decreases in the early 1990s will be less severe and the recovery in the late 1990s will be more pronounced than in other regions; in the south/southcentral region, one-half the states will experience increases in high school graduates by year 2004, led by Florida with more than a 60% increase; all the northcentral states will experience decreases in the size of the graduating class prior to 1992, including drops of more than 12% in four states; and all the northeast states will experience substantial decreases in their graduating classes by the early 1990s. Information on the research methodology and examples on state historical data worksheets are provided. (SW)

ED 296 731 IR 052 395

Eisenberg, Michael B.; Berkowitz, Robert E.
Curriculum Initiative: An Agenda and Strategy for Library Media Programs.
REPORT NO.- ISBN-0-89391-486-X
PUB DATE- 88
NOTE- 196p.
AVAILABLE FROM- Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648-9975 ($27.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Processes; *Curriculum Development; Elementary Secondary Education; *Learning Resources Centers; *Library Instruction; *Library Skills; *Media Specialists; School Libraries; Systems Approach
IDENTIFIERS- *Curriculum Mapping

This book is intended to provide practicing school library media specialists and students in professional degree-granting programs with both a conceptual framework and practical approaches to the curriculum-related responsibilities of the school library media program. The responsibilities discussed include both library and information skills instruction and curriculum support services. A new definition of curriculum support services is provided, which encompasses five interrelated areas: (1) curriculum resources provision; (2) reading and guidance; (3) information services; (4) curriculum consultation; and (5) curriculum development. A "big six" skills curriculum for library and information skills is detailed, based on the information problem-solving process of task definition, information-seeking strategies, location and access, information use, synthesis, and evaluation. It is argued that these two major curriculum-related functions--curriculum support services and library and information skills instruction--must be systematically supported, and a six-stage strategy for library media curriculum program development and management is provided. The use of curriculum mapping to collect, store, retrieve, and present information is detailed, and a structure for designing integrated unit and lesson plans is provided. The text is supplemented by 45 figures, and Appendix A lists the types of sources/systems to be considered under location skills; Appendix B outlines the steps for conducting a time management survey. (81 references) (EW)

ED 296 463 EA 020 127

Newton, Anne, Comp.
Synopsis of Policy Issues across the Northeast/Islands Region, September 1986-August 1987.

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 46p.
CONTRACT- 400-86-0005
AVAILABLE FROM- Publication Sales, The Regional Laboratory for Educational Improvement of the Northeast & Islands, 290 S. Main Street, Andover, MA 01810 ($6.00 plus $2.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Certification; Drug Education; Early Childhood Education; Educational Finance; Educational Improvement; Educational Needs; *Educational Policy; Elementary Secondary Education; Health Education; High Risk Students; *Politics of Education; School Effectiveness; Sex Education; *State Action; *State Legislation; Teacher Improvement; Teacher Supply and Demand
IDENTIFIERS- Puerto Rico; United States (Northeast); Virgin Islands

For the past 2 years, the Regional Laboratory for Educational Improvement of the Northeast and Islands has produced issue synopses for distribution to policymakers in New England, New York, Puerto Rico, and the Virgin Islands. The purpose of these publications is to acquaint policy makers and their staffs with the major educational issues their colleagues in neighboring states or islands have been acting upon. This synopsis is divided into two sections. The first provides a brief overview of the major issues confronting most of the jurisdictions in the region as well as actions that have been or will be undertaken to address those issues. The major issues covered in the overview include (1) at-risk youth; (2) teacher development; (3) drug, sex, and health education; (4) school improvement; (5) early childhood education; (6) accountability; (7) certification; (8) school finance; and (9) teacher supply and demand. The second section, organized alphabetically by topical area, presents more specific information on action taken by states or islands regarding a particular issue from September 1986 through August 1987. (TE)

ED 296 477 EA 020 179

MacPherson, R. J. S.

Victoria's Regional Directors of Education and the Theory of Educational Administration: An Endangered Species.

PUB DATE- Sep 87

NOTE- 17p.; Paper presented at the Annual Meeting of the British Educational Research Association (Manchester, England, September 2-5, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrative Principles; Administrator Attitudes; *Administrator Role; Administrators; Educational Administration; Educational Principles; *Educational Theories; Epistemology; Foreign Countries; *Moral Values; School Surveys; Social Values; Theory Practice Relationship

IDENTIFIERS- *Australia (Victoria); *Regional Directors of Education

This paper argues that a major review of the theory of educational administration is required if it is to regain a credible role in academic and practical circles. The argument, which considers the case of regional directors in Victoria, Australia (a role similarly endangered on present assumptions and trends), has four major parts. First is a brief summary of some reasons why the dominant theoretical perspective of the field is losing the credibility it once had. Second is a description of the context of a case study about what it is, or was, to be a regional director of education (RDE). Third are some of the major practical and theoretical implications of the case study and how they relate to other recent research projects. Fourth, on these bases, it is proposed that a new practical theory of educational administration will require a nonfoundational epistemology, a Deweyan moral theory, as well as an econopolitical and sociological imagination. (Author/RG)

ED 296 491 EC 210 255

Everson, Jane M., Ed.; And Others

Achieving Outcomes: A Guide to Interagency Training in Transition and Supported Employment.

Virginia Commonwealth Univ., Richmond. Rehabilitation Research and Training Center.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 369p.
GRANT- G008301124; G008430058
AVAILABLE FROM- Virginia Commonwealth University, Rehabilitation Research and Training Center, VCU Box 2011, Richmond, VA 23284-0001, Attn: Resource Dissemination ($13.95).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Agency Cooperation; Audiovisual Aids; Classroom Design; Cooperative Planning; *Disabilities; Higher Education; Human Services; *Inservice Education; Instructional Materials; Interdisciplinary Approach; Job Training; Parent Education; Secondary Education; *Severe Disabilities; Social Agencies; Staff Development; *Teacher Educator Education; Team Training; Teamwork; *Transitional Programs; Vocational Education; Workshops
IDENTIFIERS- *Supported Work Programs

This manual aids in developing cross-agency and cross-disciplinary inservice training in the areas of transition and supported employment for moderately and severely disabled individuals. Using a "train-the-trainer" approach, the manual outlines goals and objectives and presents strategies for designing inservice workshops and training materials. Section titles and authors include: "Inservice Training in Human Services Agencies and Organizations" (Mike Barcus et al.); "Building Teams among Agencies and Disciplines" (Howard Garner); "Delivering Inservice Training: Effective Audio-Visual Aids, and Room Arrangements" (Tony Dalton et al.); "Guidelines for Training Parents as Part of Interagency Transition Planning Teams" (M. Morton et al.); "Employment Oriented Vocational Skills Training" (Jane Everson et al.); "Interagency Transition Planning Training" (Jane Everson et al.); and "Supported Competitive Employment Training" (Mike Barcus et al.). Each section identifies a target audience for training, defines the role of the staff trainer, delineates goals and objectives to be achieved by staff training, presents a sampling of activities and materials which trainers may use and adapt for inservice training, and lists references and further resources. (JDD)

ED 296 535 EC 210 304

Kazar, David Byron

The Treatment of the Mentally Retarded Offender in the State of North Carolina.

PUB DATE- Sep 87
NOTE- 6p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Correctional Education; *Correctional Institutions; *Correctional Rehabilitation; Daily Living Skills; Institutionalized Persons; Males; *Moderate Mental Retardation; Prisoners; Social Support Groups; Special Programs
IDENTIFIERS- *North Carolina

Two programs developed by the State of North Carolina are described which are designed to provide special services to the mentally retarded incarcerated adult male. Based on results of an assessment of adaptive skills believed relevant to coping in the prison population, coupled with an intellectual quotient (IQ) below 70, offenders may be placed in an inpatient program in a specialized, segregated facility. Individuals have the right to contest their placement on this specialized unit. The need for bathrooms in single cells used in time-out procedures, as well as the need for increased staffing on the segregated unit, are noted. Mentally retarded inmates retained in the general prison population may participate in such specialized programs as compensatory or adult basic education, hortitherapy, activity therapy, arts and crafts, anger management, and individual psychotherapy. An Orientation and Adjustment group is designed to provide the inmate with general knowledge about the institution, the function of personnel and facilities, possible job training, and basic skills such as hygiene. A support group provides reinforcement and peer support for the behaviors learned in Orientation and Adjustment. (JW)

ED 296 549 EC 210 318

Hedrick, Bonnie M.; And Others

Prevention Strategies for Developmental Disabilities: An Annotated Resource Listing.

University Affiliated Cincinnati Center for Developmental Disorders, OH.

PUB DATE- 86
NOTE- 371p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Audiovisual Aids; Child Abuse; Child Rearing; *Developmental Disabilities; Diseases; *Educational Resources; *Genetics; Heredity; Injuries; Instructional Materials; *Intervention; Lead Poisoning; Nutrition; Perinatal Influences; Pregnancy; *Prenatal Influences; *Prevention; Resource Materials
IDENTIFIERS- Early Intervention; *Ohio; Postnatal Influences

This listing of print and non-print resources related to the prevention of developmental disabilities is intended for use by health professionals and the general public. An introductory section defines developmental disabilities, offers a statement of the problem in Ohio, and describes Ohio's system for prevention/early intervention and the Ohio Developmental Disabilities Prevention Continuing Education Project. The resource list is then divided into three sections: preconceptual, prenatal, and postnatal. The section on preconceptual resources covers genetic inheritance and preparation for pregnancy. The prenatal resources section focuses on maternal lifestyles, nutrition, prenatal care, maternal age, and maternal diseases and infections. The section on postnatal resources lists items on child abuse, childhood infections, head/spinal cord injuries, infant and child care, lead and other poisoning, malnutrition, and near drowning. Each section lists pamphlets, brochures, fact sheets, videotapes, and filmstrips. The listings include title, author, audience level, format, length, date, availability, ordering information, and brief annotation. A final section of training resources lists pamphlets and audiovisual materials on prevention of developmental disabilities; newsletters and journals on early identification and intervention; bibliographies, resource directories, and training packages; national information clearinghouses; Ohio-specific training resources; and related books and articles. (JDD)

ED 296 563 EC 210 332

Peck, Charles A.; And Others
The Social Competence Curriculum Project: A Guide to Instructional Programming for Social and Communicative Interactions.
California Univ., Santa Barbara. Graduate School of Education.; Santa Barbara Association for Retarded Citizens, CA.; Santa Barbara County Schools, Calif.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 84
NOTE- 342p.
CONTRACT- 300-81-0353
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Autism; Behavior Modification; Curriculum Guides; *Developmental Disabilities; Diagnostic Teaching; Elementary Secondary Education; Instructional Design; Interpersonal Communication; *Interpersonal Competence; Intervention; Skills; *Socialization; Speech Communication; Teaching Methods

The curriculum guide consists of a set of assessment tools, curriculum decision guidelines, instructional recommendations, and sample activities focused on teaching basic social and communication skills to children with autism and severe developmental handicaps. Section One provides an introductory discussion of issues related to effective socialization, emphasizing the need to promote social competence within dyadic interactions. An assessment model utilizing direct observation, interviews with caregivers and teachers, and informal testing is presented in Section Two. Section Three outlines a systematic and detailed set of curriculum decision guidelines organized around five strands: (1) anticipating events in the context of familiar social routines; (2) using socially directed behaviors to reestablish preferred activity or to obtain desired objects; (3) using functional communication; (4) expanding upon basic communication by expressing various categories of meaning; (5) combining two categories of meaning when communicating. Suggestions for classroom organization are offered in Section Four, followed by a section describing effective instructional techniques for teaching functional social and communication skills. Substantial appendices include references, sample activities for each curriculum strand, and a self-instructional guide to teaching communication skills in naturally occurring context. (JW)

ED 296 622 HE 021 407

Paquet, Gilles, Ed.; von Zur-Muehlen, Max, Ed.
Education Canada? Higher Education on the Brink. Second Edition = Education Canada? Le Postsecondaire en cirse. Deuxieme edition.
Canadian Higher Education Research Network, Ottawa (Ontario).
REPORT NO.- ISBN-0-921096-02-X

PUB DATE- Feb 88
NOTE- 313p.
AVAILABLE FROM- Canadian Higher Education Research Network, c/o Faculty of Administration, University of Ottawa, 275 Nicholas Street, Room 060, Ottawa, Ontario, Canada, KIN 6N5 ($20.00).
LANGUAGE- English; French
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Planning; Early Retirement; Educational Change; *Financial Policy; Foreign Countries; *Foreign Students; *Governance; *Higher Education; Marketing; Public Policy; Teacher Retirement
IDENTIFIERS- *Canada

Crises and opportunities in Canadian higher education and challenges for management are addressed in papers and reactions to the papers, based on two symposia. The following English language papers and authors are presented: "Post-Secondary Education--An Enterprise Less Than Optimally Managed?" (Gilles Paquet); "The Crisis Will Get Worse if Change Doesn't Occur" (David Slater); "Does the Post-Secondary System Need a Shock?" (David Husband); "Foreign Students: A World View" (Peter Williams); "International Students: A Canadian Case Study" (Max von Zur-Muehlen); "Managing Universities: The Changing External Environment" (William Sibley); "Strategic Planning?" (Cynthia Hardy); "Marketing and Canadian Universities: The Ultimate Odd Couple?" (Stan Shapiro); "Early Retirement and Rejuvenation" (Sheryl Bond); "Business Schools and University Structure" (George Lane); and "Issues in Higher Education: A Synthesis of the Testimony to the Standing Senate Committee on National Finance's Hearings on Federal Policy on Post-Secondary Education" (Colin Stewart). Five papers in French and their authors are as follows: "Le gout de l'improbable" (G. Paquet); "La firme universitaire: preliminaires aventureux a une analyse strategique" (Christian Navarre, G. Paquet); "Le MBA en crise?" (Benoit Bazoge, David Zussman); "Memoire presente par les directeurs et doyens des departements et facultes des sciences administratives a la Commission parlementaire sur le financement universitaire a Quebec;" and "La gestion de l'iniquite a l'UQAM." (SW)

ED 296 635 HE 021 499

The Role of Government in Asian Higher Education Systems: Issues and Prospects. Reports from the International Seminar on Higher Education in Asia (4th, Hiroshima City, Japan, November 25-28, 1987).

Hiroshima Univ. (Japan). Research Inst. for Higher Education.

SPONS. AGENCY- Ministry of Education, Science, and Culture, Tokyo (Japan).; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 88

NOTE- 134p.

AVAILABLE FROM- Research Institute for Higher Education, Hiroshima University, Naka-ku, Higeshisenda-machi, Hiroshima City, Japan 730.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Administrative Policy; College Administration; Colleges; *Developing Nations; Educational Finance; Educational Policy; Educational Quality; Equal Education; Foreign Countries; Governance; *Government Role; *Higher Education; Universities

IDENTIFIERS- *Asia; Australia; China; Indonesia; Japan; Korea; Malaysia; Philippines

The following papers were presented at this international conference: (1) "Key-Note Report by the Research Institute for Higher Education" (Kazuyuki Kitamura); (2) "Major Dimensions in the Relations between the State and Higher Education" (Neil J. Smelser); (3) "The Role of Government in Japanese Higher Education" (Motohisa Kaneko); (4) "The Role of Government in the Philippine Higher Education System" (Nilo L. Rosas); (5) "The Role of Government in Higher Education--Country Report: Korea" (Bom Mo Chung); (6) "Higher Education: A Proposal for Positive Interventions by the Thai Government" (Apichai Puntasen); (7) "The Role of Government in Indonesian Higher Education--A Search for Equity and Good Quality in Higher Education" (Sukadji Ranuwihardjo); (8) "The Role of the Government in Higher Education in Malaysia" (Isahak Haron); (9) "The Role of Government in Higher Education in Australia" (David Beswick); and (10) "The Structure and Governance of Chinese Higher Education" (Wang Yongquan). The seminar program, a list of participants, and a discussion of the seminar's background and objectives are provided. References are given at the conclusion of each paper. (KM)

ED 296 661 HE 021 531

McLean, James E.
A Useful University Departmental Evaluation System.
PUB DATE- Oct 87

NOTE- 21p.; Paper presented at the Annual Meeting of the American Evaluation Association, (Boston, MA, October 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Instruction; Departments; *Evaluation Criteria; Evaluation Methods; *Faculty Evaluation; Higher Education; *Merit Rating; Public Service; Rating Scales; *Research Skills; School Community Relationship; *Teacher Participation

A university departmental merit evaluation plan and lessons learned from implementing the plan are discussed. The faculty evaluation plan was based on four principles: broad-based faculty and administrative support; informing faculty of expectations of them before the evaluation; providing a description of the primary decision-making and data-gathering roles played by students, faculty, and administration; and providing feedback and resources to assist faculty to enhance their performance and achieve their career goals. The evaluation plan includes independent ratings of faculty in four areas: teaching, research, service (external to the university), and academic citizenship (internal university service). Each of these areas has specific criteria for three possible ratings: basic merit, superior merit, and exceptional merit. Each faculty member participates in weighing the categories each year. After the third year of use of the plan, there have been modifications in the rating scales, but the basic system remains unchanged. The specific rating scales for each category is appended, along with the reporting form used by faculty. (Author/SW)

ED 296 718 IR 013 401

Singer, Dorothy G.; Singer, Jerome L.
Parents as Mediators of the Child's Television Environment.
PUB DATE- 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Behavior Patterns; Children; *Cognitive Development; Family Structure; *Parent Attitudes; *Parent Influence; *Parent Role; Regression (Statistics); *Television Viewing

Two studies investigated the role that parental attitudes and behavior play in filtering the complexity of the world into manageable forms for children. Cognitive and behavioral patterns used as dependent variables were cognition (reading scores, language use, general information, beliefs, reality-fantasy discrimination); imagination; comprehension of television content; waiting ability; physical aggression; and school behavioral adjustment. Home influences used as independent variables included family characteristics (parents' values, attitudes toward child-rearing and discipline, mediation styles, belief-systems, family structure, and daily lifestyle); and the television environment (average weekly viewing by parent and child, type of programming, emphasis on television, television mediation, and rules). Data were gathered by questionnaires, interviews, and home recording devices. The first study involved predictions of behavior across several years from the independent variables. The second study was a shorter term prediction based on more extensive data collected from the children on their parents' behavior. Results showed that the family patterns relevant to the question of cognitive and behavior skills included parents who: value imagination and resourcefulness or responsibility and stability; do not emphasize power-assertive discipline; actively mediate the outside world through explanation and discussion; and watch less television themselves. (9 references) (MES)

ED 296 774 JC 880 339

Gendron, Dennis; Cavan, John

Inmate Education: The Virginia Model.

PUB DATE- Apr 88
NOTE- 13p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (68th, Las Vegas, NV, April 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Community Colleges; *Correctional Education; Correctional Institutions; *Correctional Rehabilitation; *Prisoners; Two Year Colleges

Southside Virginia Community College (SVCC) operates the largest inmate education program in Virginia, offering associate degree programs and academic support at three correctional centers and plannning programs at two others. The program at Mecklenburg Correctional Center, which has the reputation for being one of the country's toughest prisons, has been in existence since 1984, employing a principal, five academic teachers, two vocational teachers, a librarian, and a library aide. The program opened never-before-used classrooms in the inmate living areas; instituted vocational and apprenticeship programs; and began a college program in cooperation with SVCC. Since the advent of the program, 208 inmates have earned a high school diploma and in spring 1988, the first student-inmate earned an associate degree. As expected, the primary impact of the college program has been on the student-inmates. Participation in the program bestows status on the student-inmates, provides a positive direction to the lives of those serving lengthy terms, and has resulted in improved inmate behavior. Five elements key to the success of SVCC's program are cooperation with the Department of Correctional Education; an active and sympathetic administration; flexibility in meeting the needs and special restrictions of inmates; screening and orientation of instructors and students alike; and institutional support. (EJV)

ED 296 788 PS 017 438

Hicks, Glenda
An Investigation into the Knowledge and Use of Parent Training in South Africa. Institute for Psychological and Edumetric Research Report P-65.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0630-0
PUB DATE- 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Rearing; *Ethnic Groups; Family Life Education; *Family Relationship; Foreign Countries; Indians; *Parent Attitudes; *Parent Education; Questionnaires; *Racial Differences; Relaxation Training; Whites
IDENTIFIERS- *Familiarity; Knowledge; Program Sponsorship; *South Africa

A study was made of the extent of South African Indians', coloreds', and Whites' familiarity with the concept of parent training (PT) and the availability of PT facilities. A stratified random sample of 1,500 persons from each group was drawn for a total sample of 4,500, and data from the 2,793 questionnaires returned were analyzed. Findings indicated that: (1) respondents were generally unaware of PT and its purpose; (2) very few attended PT courses; (3) respondents agreed that a great need for PT exists and that PT is of great value; (4) friends and relations were considered to be as effective a source of referral as advertisements and articles; (5) churches and clinics seemed to be the main PT organizers and social workers predominated as trainers; (6) people believed that communication, teenage problems, school and learning difficulties, and sex education could be handled by PT; (7) more than half of the respondents claimed that they were not presently experiencing problems with their children; (8) only one quarter of Indian and Colored respondents reported knowing how to relax, while nearly one half of whites said they knew how; (9) one in four of the respondents requested information about parenting in general; and (10) the helping professions in the Republic of South Africa seemed to concentrate on treatment rather than prevention. It is concluded that parent training remains a priority in South Africa at the present time. The questionnaire is appended.(RH)

ED 296 802 PS 017 461

Parkhurst, Kathleen J.
Supplementing Assertive Discipline with Conflict Resolution To Develop Social Skills at the Intermediate Level.
PUB DATE- 88
NOTE- 76p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aggression; *Conflict Resolution; *Discipline Problems; Educational Improvement; Elementary Education; *Elementary School Students; Inservice Teacher Education; Intermediate Grades; *Interpersonal Competence; Intervention; Program Effectiveness; *Prosocial Behavior
IDENTIFIERS- Program Monitoring

A middle school principal with 17 years of experience as a classroom teacher implemented a practicum designed to develop positive, long-lasting social skills among elementary school students in the intermediate grades. The primary goal of the intervention was to decrease the number of instances in which students used verbal or physical aggression to solve conflicts in informal and unsupervised situations. A second aim was to provide students with strategies for solving conflicts peacefully. The principal and intermediate grade teachers selected the Creative Conflict Resolution for Kids program for implementation. Implementation involved: (1) in-service training for teachers who, in turn, trained students; (2) monitoring of the progress of students in applying skills learned; (3) assistance to teachers who monitored students; and (4) collection and review of practicum evaluation data. Data indicated that outcomes of the intervention were positive. The number of students referred to the principal because of aggressive behavior decreased, as did the number of verbal conflicts on the playground. Students requested opportunities to discuss conflicts with peers. Close relationships between teachers and students developed as a result of classroom discussions of conflict resolution. Related materials including the survey instrument are appended. (RH)

ED 296 815 RC 016 594

Reck, Carleen
Small Catholic Elementary Schools: An Endangered Species? ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Catholic Educational Association, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-88-06
PUB DATE- Nov 87
NOTE- 18p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
CONTRACT- 400-86-0024
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; *Catholic Schools; Class Size; Community Involvement; *Educational Quality; Elementary Education; *Elementary Schools; Interdisciplinary Approach; Leadership; Learning Motivation; Parochial Schools; Resource Materials; School Organization; *School Size; *Small Schools; Student Participation; Teacher Effectiveness; Teacher Student Ratio; Teamwork
IDENTIFIERS- ERIC Digests

Although the existence of small Catholic elementary schools (enrollment: 300 or less) is precarious, these institutions enable students to succeed academically beyond national norms, due to the special learning environment that they provide. The recent Small Schools Survey of Catholic elementary schools indicated that classes in small Catholic schools scored exceptionally well in all of the basic learning areas: reading, mathematics, reference skills. This achievement has important implications for the viability of other very small schools, be they private, religious, or public, and supports other educational research showing that size alone does not indicate the quality of a school. Principals whose small Catholic elementary schools modeled above average academic achievement reported that the academic advantages of small schools due to low teacher-to-pupil ratios included: use of more varied materials and tasks, higher levels of thinking due to more demanding assignments, increased opportunities for participation, formulation of better study habits, community support and greater opportunities for leadership. Team concept, priorities, skill organization, planning for content subjects, an interdisciplinary approach, and instructional assistance were cited as effective elements in school-wide organization, and knowledge of key concepts and skills, individualization, and room arrangement contributed to effective teaching. Reasons for school failures and ideas for generating support are included. (JMM)

ED 296 843 RC 016 663

Title VII Bilingual Education. 1986-87 Performance Report.

Albuquerque Public Schools, NM. Planning, Research and Accountability.

PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Students; Elementary Secondary Education; *English (Second Language); English Teacher Education; Improvement Programs; Inservice Teacher Education; *Language Proficiency; Language Tests; *Limited English Speaking; *Program Effectiveness; *Second Language Instruction
IDENTIFIERS- *Albuquerque Public Schools NM; Comprehensive Tests of Basic Skills; Elementary Secondary Education Act Title VII; Gates MacGinitie Reading Tests; Language Assessment Scales (De Avila and Duncan)

This Title VII program completed its second year of a 3 year continuation project to provide students with limited English proficiency instruction designed to help them achieve English language proficiency. The program also included a staff development component. Students were in Lau categories A, B, and C (non-English speaking, English as a second language, and bilingual). There were 987 students served from four schools. Asian and Native American language groups were represented, but Spanish was the primary non-English language. The proposal projected that 60% of category A and B would demonstrate English proficiency as measured by a gain of two levels or achievement of level five on the Language Assessment Scales (LAS). Although project students did not reach this objective, over half of the students did gain one level on the LAS. Group means on the Gates-MacGinitie Reading tests reflected anticipated growth in two of the four participating schools. Cooperating teachers received demonstration lessons and were able to identify techniques demonstrated by the resource teachers. Ten tables provide raw data for time on task and results of evaluative tests. (SKW)

ED 296 506 EC 210 271

Murphy, Linda; Della Corte, Suzanne
Raising Your Special Child's Self-Esteem.
PUB DATE- Apr 88
NOTE- 7p.
AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($18.00 per year, $3.50 per issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavior Problems; Child Rearing; *Disabilities; *Parent Child Relationship; *Self Esteem

The newsletter issue for parents of handicapped children looks at ways to help the handicapped child improve his self-esteem. Sections discuss symptoms of low self-esteem, patterns of behavior (such as withdrawal, acting out, avoidance, overcompensation, perseveration, and social immaturity); and ways to improve self-esteem including encouraging achievement and a sense of responsibility, listening to your child, and communicating your approval. Brief suggestions in the form of "do's and don'ts" conclude the article. (DB)

ED 296 521 EC 210 289

Walter, Gerard G.; DeCaro, James J.
Attrition among Hearing-Impaired College Students in the U.S.
Gallaudet Univ., Washington, DC.; Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Dec 86
NOTE- 13p.; For related documents, see EC 210 285-290.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Associate Degrees; College Programs; *College Students; Communication Problems; Comparative Analysis; *Deafness; Degrees (Academic); *Enrollment; Enrollment Trends; Etiology; Graduation; *Hearing Impairments; Higher Education; Mainstreaming; *Partial Hearing; Social Integration; Social Isolation; *Student Attrition; Student Personnel Services
IDENTIFIERS- Cohort Survival Procedures

The growth in enrollments of hearing-impaired students at colleges and universities indicates that the issue of accessibility is being addressed; however, it is not clear whether institutions have made adequate accommodations to meet the communicative and educational handicaps imposed by severe to profound hearing impairment. A survey was conducted of 95 programs serving hearing-impaired persons at the postsecondary level, to gather data on enrollment figures, graduation figures, and related information; and an algorithm was derived to estimate cohort survival rates. Attrition rates for deaf students were lowest for the group of postsecondary programs primarily offering diplomas and highest for those offering associate degrees. Overall, the attrition rate was estimated to be about 70 percent of an entering class of hearing-impaired students, which was an average of one-third higher than rates reported for a comparable group of hearing students. Social and educational isolation, or lack of integration into the educational community, is suggested as a cause of the high level of attrition of deaf college students. (Author/JDD)

ED 296 691 HE 021 668

Learning Opportunities for Older Persons.
Institute of Lifetime Learning, Washington, D.C.
PUB DATE- 88
NOTE- 19p.
AVAILABLE FROM- American Association of Retired Persons, Institute of Lifetime Learning, 1909 K Street, N.W., Washington, DC 20049.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Students; Alumni Education; College Instruction; *Correspondence Study; Discussion Groups; *Equivalency Tests; External Degree Programs; Higher Education; Lifelong Learning; *Minicourses; *Nontraditional Students; Summer Programs; Vacation Programs; Weekend Programs

Formal and informal educational options available to older persons are briefly described, with attention to classroom courses, correspondence/home study courses, credit by examination, summer/weekend learning vacations, external degree programs, discussion groups, and self-study. Classes may be offered at public and private schools, community colleges, colleges and universities, college centers for older learners, and literacy programs. Tape recorders as well as written materials can be used for correspondence and home study courses. Older persons who were unable to complete a high school education can take the General Educational Development test. They can also use the knowledge they have acquired to earn college credit through the College Level Examination Program. Many college departments permit students to take examinations that have been prepared by faculty in order to receive credit for specific courses offered by the college. The Elderhostel program allows persons over age 60 to spend a week living and studying on a college campus, and the alumni associations of many colleges conduct organizational educational programs. Additional options include the Institute of Lifetime Learning minicourses, the Great Decisions Program of the Foreign Policy Association, and the Great Books Program. (SW)

ED 296 704 IR 013 386

Dewalt, Mark W.
Children and Selected Characteristics of Prime-Time Television.
PUB DATE- 11 Feb 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Broadcast Television; Content Analysis; Correlation; Elementary Education; *Elementary School Students; *Preschool Children; *Programing (Broadcast); Television Research; Television Surveys; *Television Viewing; *Violence
IDENTIFIERS- *Prime Time Television

This study examined the portrayal of eight specific behaviors in prime time television in general, and on those television shows preferred by 1,042 children in preschool through grade 6 who were surveyed to determine their favorite television shows, books, and school subjects. Researchers examined prime time television programs for a period from October 15 through November 19, 1987, for the following behaviors: (1) use of math; (2) reading; (3) positive references to religion; (4) cigarettes; (5) alcoholic drinks; (6) someone attacked; (7) someone shot at; and (8) someone killed. The incidence of these behaviors was correlated with the entire sample of programs, and with the sample representing the children's favorites. It was found that the occurrence of math was the only similarity between the two sets of programs; the children's favorites had less violence, less drinking and smoking, and fewer positive references to religion than the total sample, but conversely, had more references to reading. The occurrence of these behaviors was also examined by time slot, and a relationship was found between the time of broadcast and the occurrence of drinking, smoking, and reading. The discussion summarizes these findings, and also considers the implications of these findings for parents of school age children. The text is supplemented by nine tables, and copies of the student questionnaire and the form used by observers to evaluate prime time programs for the eight behaviors are appended. (27 references) (EW)

ED 296 746 JC 870 510

Selected Collective Bargaining Agreements of Illinois Two-Year Colleges.

National Education Association, Washington, D.C.

PUB DATE- 87
NOTE- 1,381p.
LANGUAGE- English
EDRS Price - MF11/PC56 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *Illinois; National Education Association; *NEA Contracts

Collective bargaining agreements of 22 selected Illinois two-year colleges are presented, representing contracts in effect in 1988. Contracts for the following colleges are included: Belleville Area College, Black Hawk College, Carl Sandburg College, College of Lake County, Cook County College, Highland Community College, Illinois Central College, John A. Logan College, Joliet Junior College, Lake Land College, Lewis & Clark Community College, McHenry County College, Moraine Valley Community College, Morton College, Oakton Community College, Prairie State College, Sauk Valley Community College, Southeastern Illinois College, Spoon River College, Triton College, Waubonsee Community College, and William Rainey Harper College. With some variation in terms of coverage and detail, the agreements deal with unit recognition and rights, employer rights and responsibilities, faculty rights, hours and working conditions, salary and fringe benefits, paid and unpaid leaves of absence, grievance procedures, faculty evaluation, and the scope, effect and term of the agreement. Salary schedules are included in all of the agreements. (BCY)

ED 296 828 RC 016 631

Wooden, Sharon; And Others

Qualitative Assessment of Ethnic Minority Adult Students.

PUB DATE- 18 Nov 87
NOTE- 11p.; Paper presented at Arizona Conferences of the Rocky Mountain Research Association/Minority Assessment Conference (Tucson, AZ, November 18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); *Culture Fair Tests; Ethnic Groups; Language Aptitude; Language Proficiency; Language Teachers; Language Tests; *Mexican Americans; Postsecondary Education; *Second Language Instruction; *Second Language Learning
IDENTIFIERS- Community Language Learning; English (Southwest); Mexico; Spanish (American); *United States (Southwest)

This paper commends qualitative assessment as a significant alternative to standardized testing to determine language proficiency, placement, and instruction for ethnic first and second language adult learners in postsecondary education. Standardized tests and traditional language curriculum and methodology are rigid in instructional scope and sequence, measuring individual learning against a group of first language learners of a particular culture. However, qualitative assessment recognizes that oral and written language learning are impelled by social, cultural, linguistic, and psychological needs and choices prevalent in particular, but diverse language communities. Inquiries into bilingual development that examine family settings, employment, consumer practices and community residence augment the instructor's perceptions of realistic kinds of literacy learning and usage for ethnic minority adult students. Under the influence of qualitative assessment, individual learning is measured against the performance of group tendencies marked by similar backgrounds and classroom experiences rather than against an idealized and unrelated cultural group. Qualitative assessment places a new emphasis on learner attitudes and expectations ignored by standardized tests. (CS)

ED 296 578 FL 017 458

Cohen, Andrew D.
Research in Reading in a Second Language: Discussion Paper. Revised.
PUB DATE- Apr 88
NOTE- 16p.; Revised version of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Literature Reviews; Measurement Techniques; Models; *Reading Comprehension; *Reading Instruction; *Reading Materials; Reading Processes; *Reading Research; *Reading Tests; Recall (Psychology); *Second Languages

Four papers on reading in a second language are reviewed and discussed. They include a study of assessment and the difficulties inherent in the measurement of a construct as complex as reading comprehension. The other three deal with variables facilitating comprehension in reading. One supports an interactive model of reading rather than a skills-based model for promoting reading success. Another suggests that texts providing better contextual and linguistic clues would stimulate better comprehension and recall, and the third proposes training in topical structure analysis as a means for improving comprehension. (MSE)

ED 296 593 FL 017 476

Williams, Jessica

State-Mandated English Proficiency Requirements for Classroom Instructors.

PUB DATE- Mar 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compliance (Legal); *English (Second Language); Foreign Students; Higher Education; *Language Proficiency; Limited English Speaking; National Surveys; Program Administration; Public Colleges; School Responsibility; State Government; *State Standards; Teacher Education; *Teacher Qualifications; *Teaching Assistants

In the past several years, a number of states have enacted laws requiring all classroom instructors employed by the state to be proficient in English. Other states will have similar laws on the books within the year, and another handful are still considering the issue. These laws have affected primarily the international teaching assistants (ITAs). Programs have been instituted to prepare the ITAs more adequately for their classroom duties, but for the most part these have been individual responses by the affected institutions. There is very little comprehensive information available on the political and administrative questions that these English proficiency laws have raised. Those questions address such issues as the locus of ultimate responsibility for ensuring compliance, the responsibility of the entities that fund and/or administer the programs, state government and university administration expectations, follow-up and enforcement mechanisms, definitions of proficiency, and assessment and placement of the ITAs. Reports from the state governments suggest a variety of solutions to the proficiency requirements. (Author/MSE)

ED 296 609 FL 017 521

Kennedy, James H.
Bomba y Tambor: Bailes Tradicionales Afrolatinos ("Bomba" and "Tambor": Traditional Afrolatino Dances).

PUB DATE- 88
NOTE- 13p.
LANGUAGE- Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cultural Awareness; *Dance; *Folk Culture; Foreign Countries; Instructional Materials; *Latin American Culture; Second Language Instruction; *Spanish
IDENTIFIERS- *Panama; *Puerto Rico

A lesson in the traditional music and dance of Panama and Puerto Rico focuses on the significant African influence in Hispanic culture. The lesson describes a dance, the instruments used, and the costumes worn, and explains the customs surrounding its performance. Entirely in Spanish with side glosses in English, the lesson is followed by vocabulary notes, exercises, and suggested readings. An introductory section provides notes and suggestions for the teacher. (MSE)

ED 296 649 HE 021 519

Bunda, Mary Anne
Assessment and Policy Analysis in Higher Education. Draft.

PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the American Educational Research Association Annual Meeting (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Policy; Curriculum Evaluation; *Educational Assessment; *Evaluation Methods; Evaluation Needs; Higher Education; Information Utilization; *Institutional Evaluation; Needs Assessment; Program Evaluation; School Policy; School Surveys; *Self Evaluation (Groups); Validity
IDENTIFIERS- *Western Michigan University

It is important for assessment programs in higher education to provoke good internal evaluation efforts, but it is also hard to turn an assessment program into a viable evaluation program. This is because there are so many different audiences for the information being gathered about programs. Assessment as discussed in higher education literature is quite different from traditional evaluation literature, and seems to concentrate on defending the concept of measurement or on techniques of measurement. Literature often links assessment to accountability or program review efforts. In order to satisfy all of their publics, assessment coordinators should: (1) focus program evaluation so it can be immediately applied to the program re-direction steps; (2) focus it so broadly that the data will not change over a period of 5 or 10 years; and (3) be sure that in the design of the data collection and report, all needs have been satisfied for faculty and staff running the program and serving in advisory roles relevant to the program, for student services or other nonacademic personnel interested in student reaction to programs, and for academic administrators at all levels. Western Michigan University's assessment position is described, and task/studies (a study of the general education program using ACT-COMP and an alumni survey) associated with the assessment project are noted. Principles of practice are explained with an emphasis on three that enhance the probability of the use of the assessment information in analyzing institutional policies and practices. The assessment currently being used in higher education literature, and at Western Michigan, is a position midway between review and evaluation. Contains 10 references. (SM)

ED 296 677 HE 021 580

Andes, John
Resources and Guidelines for Effective Evaluation.
SPONS. AGENCY- West Virginia Board of Regents, Charleston.
PUB DATE- 88
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Evaluation; Court Litigation; Employment Practices; *Evaluation Methods; *Faculty Evaluation; Faculty Promotion; Guidelines; Higher Education; *Personnel Policy; Productivity; Rating Scales; Student Evaluation of Teacher Performance; Tenure

A guide to faculty evaluation is presented for use as the content for an institutional workshop or for use by individual faculty or administrators for their professional development in the area of evaluation. Purposes of evaluation include: providing a basis to recognize superior performance and to offer faculty development activities, providing records for personnel decisions, and relating faculty performance to institutional mission. Legal and professional issues are identified, along with sources of data for evaluation. Contents cover: preparing a productivity report for each faculty member; guidelines for observation data; peer participation in evaluation; preparing letters for annual review and/or promotion and tenure recommendations; guidelines for evaluation conferences; recommendations for institutional action on administrator evaluation; time lines using the calendar year model; constitutional rights; personnel procedures issued by the West Virginia Board of Regents; selected federal and West Virginia court cases that relate to evaluation, promotion, or tenure; and use of student evaluations of faculty. Included are sample student evaluation of faculty forms and administrator evaluation forms. 37 references. (SW)

ED 296 732 IR 052 396

Howard, Clinton
Approval Plans. SPEC Kit 141.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Feb 88
NOTE- 137p.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 (prepayment is required; members $10.00; non-members $20.00 plus $5.00 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Costs; Evaluation Criteria; Guidelines; Higher Education; *Library Acquisition; *Library Automation; Library Expenditures; *Library Material Selection; Library Research; Library Surveys; Position Papers; *Research Libraries
IDENTIFIERS- *Approval Plans; Vendors

This SPEC kit is based on a June 1987 survey of approval plan use by 94 members of the Association of Research Libraries. It reports on the current practices of these libraries, the perceived advantages and disadvantages of using approval plans, and the effect of increased library materials costs and library automation on such plans. It is noted that the survey responses suggest that the main concern for many librarians has shifted from the soundness of the basic premise of approval plans, to defining precisely which areas of acquisitions are best suited for approval plans, and developing effective approval plan policies and procedures in those areas. In addition to the complete survey instrument and a summary of the survey results, this kit contains examples of questions and criteria for evaluating vendors from the University of Oregon and the University of Waterloo (Ontario); examples of profiles, descriptions, and guidelines from the Library of Congress, University of North Carolina, Arizona State University, New York Public Library, and University of Texas; and examples of processing procedures and review of approval receipts from Arizona State University, Indiana University, and the University of Washington. (6 references) (EW)

ED 296 760   JC 880 319

Articulation.
Florida State Dept. of Education, Tallahassee. State Board of Community Colleges.
PUB DATE- Dec 87
NOTE- 75p.; For previous edition, see ED 274 401.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age; Articulation (Education); College Credits; *College Transfer Students; Community Colleges; *Enrollment Trends; Ethnic Groups; Females; Grade Point Average; Majors (Students); Males; Postsecondary Education; State Surveys; State Universities; *Student Characteristics; Tables (Data)
IDENTIFIERS- *Florida

Descriptive statistics are presented on students in Florida's State University System (SUS) who were previously enrolled in one of the state's 28 community colleges. A series of 16 tables presents fall term data for 1984 through 1986, including information on students' sex, race, and age; SUS enrollment rate of former community college students; credits transferred; student distribution in terms of the university at which they were registered and the community college from which they transferred; grade point average (GPA); and student majors. Highlighted findings include the following: (1) in fall 1986, 49,613 former community college students were enrolled in the SUS, representing 47.4% of all SUS undergraduates; (2) between 1984 and 1986, the percentage of white students increased by 1.5%, while the percentage of black students decreased by 0.5%; (3) in 1986, 70.8% of the transfer students were in their first, second, or third year of study at the SUS, a decrease from 77.1% in 1985 and from 79.2% in 1984; (4) 79.8% of the students transferred 60 semester hours or more to the SUS; (5) 62.9% of the transfer students earned a GPA of 2.50 or higher while enrolled in the SUS; and (6) the GPA of community college transfers very closely paralleled that of native SUS students. (AYC)

ED 296 464 EA 020 128

Yukish, Joseph

Reading Recovery: Early Help for At-Risk Readers.

PUB DATE- Apr 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; High Risk Students; Individualized Education Programs; Individualized Instruction; Primary Education; Reading Diagnosis; Reading Failure; Reading Improvement; *Reading Instruction; *Reading Programs; *Reading Strategies; Reading Tests; *Remedial Instruction; *Remedial Programs; Teacher Education
IDENTIFIERS- New Zealand; Ohio State University; *Reading Recovery

This newsletter describes the Reading Recovery program, developed in New Zealand to help low-achieving first-grade students "recover" 90 percent of average first-grade reading and writing skills after 12 to 18 weeks of intensive instruction. It is currently being implemented by school districts in the United States as well--statewide in Ohio and in school districts in Arizona, Texas, and South Carolina. Based on extensive research into the way good students learn to read effectively, the Reading Recovery program begins with a diagnostic test of first-graders' basic reading skills. Students at the bottom 20 percent of the class are then assigned individually, four per teacher, for daily half-hour, one-on-one Reading Recovery lessons that blend traditional reading instruction with modern whole language techniques. A two-part training program first certifies teacher-leaders at Ohio State University and then assigns them as teacher-trainers to local schools with a Reading Recovery program. Selected teachers begin with a one-week summer workshop on how to give and interpret the Reading Recovery Diagnostic Survey. Supervised by a leader, these teachers learn while working with at-risk students. Funding alternatives and addresses for more information are included with the newsletter. (TE)

ED 296 478　　　　　　　　EA 020 186

Milstein, Mike

Plateauing and Its Consequences for Educators and Educational Organizations.

PUB DATE- Apr 88
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Career Ladders; Elementary Secondary Education; *Emotional Response; *Employee Attitudes; *Job Satisfaction; *Morale; Motivation; *Occupational Mobility; Professional Development; Promotion (Occupational); Research Needs; *Work Attitudes

Plateauing is an individual's conviction that continued progress is impossible. This conviction occurs as a consequence of long periods of occupational stability. When practitioners doubt the probability of promotion or the importance of their work and find their work to be boring and redundant, they are exhibiting symptoms of plateauing rather than those of stress. Structural plateauing occurs when employees cannot obtain promotions. In education, this type of plateauing is due to the dearth of administrative positions available. Content plateauing, by contrast, occurs when employees master their role, believe that little more can be learned about the role, find the work redundant, and become bored. For instance, teaching at the same grade level for 20 or more years is unlikely to provide opportunities for professional growth. The consequences of plateauing may include poor performance, lack of growth, job turnover, excessive absenteeism, decreased productivity, decreased enthusiasm, decreased self-esteem, other morale problems, and a contagious spread of low enthusiasm. Most plateaued employees have been in the same occupational position for over 5 years. Organizations may help to remedy plateauing by developing career transitions, reducing the emphasis on promotion as the symbol of success, and providing supportive supervision. Individuals may accept plateauing and look for satisfaction somewhere else, or they may seek lateral occupational changes or seek a similar position in a different organization. Further research is necessary to more thoroughly examine the phenomena. Thirty-six references are included. (RG)

ED 296 507 EC 210 272

Morgan, Jan
Putting the Pieces Together: Making Interagency Collaboration Work. Preschool Interagency Council: A Model.
Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.; Manatee County Schools, Bradenton, FL.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Apr 85
NOTE- 19p.; A part of the Prekindergarten Regional Interagency Pilot Project.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Cooperation; Attitudes; *Delivery Systems; Demonstration Programs; *Disabilities; *Interdisciplinary Approach; Models; Preschool Education; Program Implementation

The manual suggests steps, procedures, best practices, and key concepts to create and maintain successful interagency collaboration in the delivery of services to preschool handicapped children. Considered are the concept of collaboration, the rationale for its development, and a means of assessing a community to determine the needs and potential benefits. The manual then suggests and describes the use of the "preschool interagency council" as a model to achieve effective collaboration. The model is described in terms of both the processes and attitudes involved. (Author/DB)

Walter, Gerard G.
Outcomes of Increased Access to Postsecondary Education by Deaf Persons.
Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 27 May 87
NOTE- 18p.; For related documents, see EC 210 285-289. Paper presented at the Annual Meeting of the American Deafness and Rehabilitation Association (Minneapolis, MN, May 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *College Students; Comparative Analysis; *Deafness; Degrees (Academic); Education Work Relationship; Graduation; *Hearing Impairments; Higher Education; *Outcomes of Education; Partial Hearing; Salaries; *Salary Wage Differentials; *Student Attrition; Wages
IDENTIFIERS- Internal Revenue Service; National Technical Institute for the Deaf

This assessment of the outcomes of increased access to postsecondary education for hearing-impaired students focuses on attrition levels and earnings levels. To analyze attrition from postsecondary programs serving the deaf, information from 95 programs was gathered. Using an algorithm to estimate cohort survival rates and taking into account increased enrollments due to a rubella epidemic, attrition rates for deaf students were estimated to be about 70 percent of an entering class of hearing-impaired students, which was an average of one-third higher than rates reported for a comparable group of hearing students. Attrition rates were lowest for the group of postsecondary programs primarily offering diplomas and highest for those offering associate degrees. To analyze earnings levels, wage and salary data for hearing-impaired students who had graduated or withdrawn from the National Technical Institute for the Deaf were acquired from the Internal Revenue Service. The analysis showed that salaries increased with degree level. Recipients of sub-baccalaureate degrees earned 43 percent more than non-graduating students. Baccalaureate recipients earned salaries an average of 27 percent higher than recipients of sub-baccalaureate degrees, and 83 percent higher than the average earnings of withdrawals. (Author/JDD)

ED 296 536 EC 210 305

Jacob K. Javits Gifted and Talented Children and Youth Education Act, and Office of Comprehensive School Health Education Act of 1987. Hearing on S. 303 and S. 1348 before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United State Senate, One Hundredth Congress, First Session (September 18, 1987).

Congress of the U.S., Washington, D.C. Senate Subcommittee on Education, Arts and Humanities.

REPORT NO.- Senate-Hrg-100-379

PUB DATE- 88
NOTE- 137p.; Print is small in parts.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Legislation; Elementary Secondary Education; *Federal Aid; Federal Legislation; Federal Programs; *Gifted; Government School Relationship; *Health Education; Hearings; Public Policy; School Districts; State Programs

The document contains testimony presented in a 1987 Senate committee hearing on two education bills. The first bill, entitled the Jacob K. Javits Gifted and Talented Children and Youth Education Act, is designed to establish a discretionary grant program within the Department of Education to provide funds to local education agencies for programs for gifted and talented students. The second bill, the Office of Comprehensive School Health Education Act of 1987, seeks to establish an office of comprehensive school health education within the Department of Education and would authorize discretionary grants to state and local education agencies to provide comprehensive health education to students. Testimony and prepared statements from gifted and talented program coordinators and from organizations such as the American Heart Association, the National Education Association, the Council for Exceptional Children, and the National School Health Education Coalition are included. (JW)

ED 296 564 EC 210 333

Cooper, Carolyn S.
A Study of Pragmatic Skill Development in Two Groups of Young Children: Mildly Retarded and Non-Handicapped.
Kansas Univ., Lawrence. School of Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 16p.; Print in Table 1 is small and light.
GRANT- G008300899
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Check Lists; *Communication Skills; Expressive Language; *Interpersonal Communication; *Mild Mental Retardation; Naturalistic Observation; *Pragmatics; Preschool Education; *Speech Communication; Verbal Communication; Young Children

The study observed and compared the pragmatic skills of two mildly retarded and two nonhandicapped kindergarten children, focusing on their use of language in everyday conversational situations. A checklist developed by the investigator was used to record observations based on six categories of speech acts: commenting, answering, affirming, denying, directives, and other. Children were observed in their classrooms during free play and while engaged in both large and small group activities. Marked differences in pragmatic language skills of the two groups were observed. The nonhandicapped children used more speech acts that gave control and direction to their conversation. By contrast, speech acts of the mildly retarded children were generally reactive in nature, characterized by high rates of answering, affirming, and denying. Differences in types of directives were noted: nonhandicapped children used questions, while the handicapped children used short and repetitive imperatives. Type of activity also led to observed differences. The handicapped children were observed to be more comfortable speaking in settings which gave structure to their conversation, while the nonhandicapped children appeared to be more at ease talking in loosely structured activities. (Author/JW)

ED 296 623   HE 021 409

Ingersoll, Ronald J.
The Enrollment Problem: Proven Management Techniques. American Council on Education/Macmillan Series on Higher Education.
SPONS. AGENCY- American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-915520-7
PUB DATE- 88
NOTE- 297p.
AVAILABLE FROM- Macmillan Publishing, 866 Third Avenue, New York, NY 10022 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Administration; College Choice; *Enrollment; *Higher Education; Questionnaires; Research Methodology
IDENTIFIERS- *Enrollment Management

A tested approach to college enrollment management is presented that offers a system to assess and develop options for researching, maintaining, or improving enrollment goals. The new approach, the Enrollment Management Matrix, consists of three dimensions: (1) key variables in enrollment management (institutional product, data and information, and the effects of institutional climate); (2) critical attributes to address in relation to each variable (goals, resources, content, and process); and (3) attitudes and beliefs about the key variables and attributes. Each aspect of an institution, and ways that they interact, are analyzed in detail. The matrix allows administrators to manipulate the key variables individually or simultaneously to structure the best steps to effective action and to formulate positive, long-term solutions to enrollment problems. The text includes an extensive bibliography, a glossary of enrollment terms, and a description of the database use. Checklists, forms, cases, models, tables, charts, and graphs illustrate the book throughout. Data from 1,239 student surveys (18.8% response rate), taken largely from the 1986 National Student Database developed by The Ingersoll Group, are described in the appendix. The survey form is included. (LB)

ED 296 662 HE 021 532

Nida, Steve A.; Braucht, George S.
An Undergraduate Major in Employee Assistance.
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at a symposium at a meeting of the American Psychological Association (New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Departments; *Employee Assistance Programs; Higher Education; Interdisciplinary Approach; *Majors (Students); *Psychology; School Business Relationship; *Undergraduate Study

An undergraduate program of study to prepare professionals in careers in employee assistance is described, along with implications for traditional undergraduate psychology programs that wish to expand career options available to graduates. The program, which has a broad coursework base in psychology, was developed in the College of Arts and Sciences at Franklin University. Students who complete the program earn a bachelor of science degree. In addition to required courses in abnormal psychology, social psychology, applied research methods, and counseling, electives include traditional psychology courses such as personality and industrial psychology. Fundamental to the program is a strong interdisciplinary approach that blends business coursework and training in the social and behavioral sciences. The cornerstone of the curriculum is a four-course counseling sequence designed to promote the development of basic brief counseling and referral skills. Although the program is oriented toward the student who will work directly with troubled employees, graduate work in employee assistance, psychology, counseling, or social work is possible for program graduates to pursue. (SW)

ED 296 705 IR 013 388

Kominski, Robert
Computer Use in the United States: 1984.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Mar 88
NOTE- 44p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; *Computers; *Family (Sociological Unit); *Individual Characteristics; National Surveys; Office Automation; Racial Factors; Sex Differences; *Socioeconomic Influences; *Use Studies

This report provides statistical information on computer use in the United States in 1984, including home, work, and school use, and use according to socioeconomic status, race, and sex. The data show that over 15 million American adults owned home computers, but only 53% actually use them. About 8% of U.S. households, or 6.98 million, had a computer in 1984, and households with school age children were three times more likely to have a computer. Students aged 10 to 13 were the most likely to use a computer at school. Among adults, 63% of the men and 43% of the women used the computer if it was present in the house. Households with incomes of $50,000 or more were the most likely to own a computer (23%), while households with incomes of $10,000 or less were the least likely (2%). Although blacks were less likely to have home computers, black children who did have them used them more than white children. Survey data are presented in three text tables and five detailed tables. Appendixes provide additional tables and information on the survey itself, including its reliability and the survey instrument. (EW)

ED 296 719 IR 013 402

Kurth, Ruth Justine

Process Variables in Writing Instruction Using Word Processing, Word Processing with Voice Synthesis, and No Word Processing in Second Grade.

PUB DATE- Apr 88

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Grade 2; Interaction; Intermode Differences; Primary Education; Speech Synthesizers; Structural Analysis (Linguistics); *Word Processing; *Writing Instruction; *Writing Skills

A study at a small southwestern suburban school examined specific process variables which occurred as children were taught composition skills using word processing, word processing with voice synthesis, and no word processing. Subjects were 45 second grade students, who were divided into three groups on the basis of scores on a reading comprehension test; each group was made up of equal numbers of average, below average, and above average readers. One group was taught writing using beginning word processors and printers; the second group used word processors which utilized speech and printers; and the third group was taught without using word processing equipment. The curriculum emphasized composition strategies designed for young children, and all groups were given the same assignments. Completed compositions were linguistically analyzed for holistic quality, and the behavior of target subjects in each group was monitored. Data were analyzed in several areas: composition length; composition quality; invented spellings; peer interaction during writing; writing and editing; development of collaborative skills; influence of peer writers; developing a sense of audience; persistence when writing; and function of the voice synthesizer. Results indicated that children can benefit from careful instruction in composition in any of these settings, that they can master the rudiments of word processing with little training, and that word processing can free them from the difficulty of manuscript writing. (43 references) (MES)

ED 296 747 JC 870 518

Selected Collective Bargaining Agreements of New Jersey Two-Year Colleges.

National Education Association, Washington, D.C.

PUB DATE- 87
NOTE- 1,068p.
LANGUAGE- English
EDRS Price - MF08/PC43 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts; *New Jersey

Collective bargaining agreements of 15 selected New Jersey two-year colleges are presented, representing contracts in effect in 1987. Contracts for the following colleges are included: Atlantic Community College, Bergen Community College, Brookdale Community College, Burlington County College, Camden County College, County College of Morris, Cumberland County College, Essex County College, Gloucester County College, Mercer County Community College, Middlesex County College, Ocean County College, Passaic County Community College, Salem Community College, and Somerset County College. With some variation in terms of coverage and detail, the agreements deal with unit recognition and rights, employer rights and responsibilities, faculty rights, hours and working conditions, salary and fringe benefits, paid and unpaid leaves of absence, grievance procedures, faculty evaluation, and the scope, effect and term of the agreement. Some of the agreements include salary schedules. (BCY)

ED 296 775 JC 880 340

Morrell, Jonathan M.

Vermont Technical College Placement Report, 1987.

Vermont Technical Coll., Randolph Center.

PUB DATE- Oct 87

NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; Community Colleges; *Job Placement; Salaries; Two Year Colleges; Vocational Followup

Vermont Technical College's (VTC's) graduating class of 1987 has attained a 100% placement rate, marking the third consecutive year that every VTC graduate has found employment, continued his/her education, or entered the military. This report offers follow-up data on the 182 men and women of the class of 1987, broken down by degree major. In addition, listings are presented of the employers who sought referrals of graduates, those employers who interviewed on campus, and a summary sheet of all wages reported by graduates. The following accomplishments are highlighted: (1) in 1987, a record 305 employers contacted the college, including 114 from out of state; (2) 55 employers held on-campus interviews; (3) wages reached a new high with an average of $17,246 reported for those employed in engineering technologies; and (4) 96% of those graduates employed were working in fields directly related to their college major. (EJV)

ED 296 789   PS 017 440

Lenhoff, Rosalyn
Strategies To Promote Congruency of Training and Practice for Preschool Staff Development.
PUB DATE- 87
NOTE- 68p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cooperation; Higher Education; *Inservice Teacher Education; Preschool Education; *Preschool Teachers; Questionnaires; Teacher Educators; *Teacher Participation; *Teaching Conditions
IDENTIFIERS- CDA; *Child Development Associate; *New Jersey

A Child Development Associate (CDA) training project director in north New Jersey initiated a practicum to create in-service training conditions and supervisory teacher attitudes that supported the teaching efforts of assistant teachers who were working toward CDA certification in a college-based program. Specific goals of the 3-month intervention were to develop strategies to involve cooperating group teachers in the in-service training effort. A collaborative training approach expanded the involvement of teacher trainers and all classroom practitioners. Strategies included: (1) selecting cooperating teachers who had previously gone through a similar training program; (2) distributing a detailed information packet to all cooperating teachers prior to the training; (3) conducting three meetings for cooperating teachers that detailed aspects of the training process; (4) instituting a three-way feedback conference in the field following classroom observations; and (5) developing a pilot "training of trainers" model for supervisors working in similar situations. Evaluation data indicated that the intervention was effective. All participants reported increased collaboration. A high percentage of trainees were successfully assessed in a shorter time period than before. Related materials are appended. (RH)

ED 296 803 PS 017 462

Nachman, Leah B.

A Program Designed To Increase Involvement and Provide Education to Parents of Kindergarten Children.

PUB DATE- 88
NOTE- 80p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Educational Improvement; *Family School Relationship; Intervention; *Kindergarten; Newsletters; *Parent Attitudes; *Parent Participation; Parent Teacher Conferences; Primary Education; *Program Effectiveness; Volunteers; Workshops

A kindergarten teacher implemented a practicum designed to increase parent involvement in their children's kindergarten and give parents information about the kindergarten program. Specific goals of the intervention were to inform parents about kindergarten routine, kindergarten requirements and concepts of child development, and to help parents develop positive attitudes toward the school. Intervention activities selected to address the need for increased parent participation included: (1) kindergarten orientation; (2) monthly newsletters; (3) parent workshops; (4) child-produced presentations for parents; (5) a classroom volunteer program; (6) a classroom visitation program; and (7) parent-teacher conferences. Practicum evaluation data indicated that the goals of the intervention were met. In view of the program's effectiveness, participating kindergarten teachers planned to continue it for a second year. Related materials including the survey instrument are appended. (RH)

ED 296 844 RC 016 665

Iida, Minoru; And Others

The Impact of Short-Term Adventure Camp on Self-Concept and Anxiety in Japanese Early Adolescents.

PUB DATE- Feb 84
NOTE- 23p.; Paper presented at the National Convention of the American Camping Association (San Diego, CA, February 27-March 3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Achievement Need; *Adventure Education; *Camping; Grade 6; Grade 7; Grade 8; Inhibition; Junior High Schools; Outdoor Education; *Program Effectiveness; *Self Actualization; *Self Concept; Self Concept Measures; Stress Management
IDENTIFIERS- Japan; State Anxiety

The purpose of this study was to examine the effects of self-concept and anxiety in Japanese early adolescents who participated in an eight-day adventure camp, conducted in 1982 and 1983. The study used 155 sixth- through eighth-grade volunteers, ages 11 to 14. The paper describes the camp program and training for the main activity, a three-day mountain climb. The Children's Self-Actualization Scale, the State Anxiety Inventory, the State Anxiety Inventory for Children, and Adventure Program Anxiety Scale were used to measure self-concept and anxiety levels before and after camp. The children generally showed improved self-concept and achievement motivation but no significant change in self-confidence or "perceived self," one's concept of how others evaluate one. Females showed more positive change in overall self-concept and achievement motivation than males after participating in the camp, although no significant difference was demonstrated between the two with regard to positive self-concept change. The study concludes that adventure camp participants improve in self-concept, that they have psychologically stressful experiences before a three-day mountain climb, and that those who experience greatly reduced anxiety levels have greater improvement in self-concept over those whose anxiety levels are not greatly reduced. It is observed that 11 to 14 year-olds appear to be in a critical period for self-concept changes and that camp programs achieve best results by offering success experiences in a variety of activities. Study includes 7 tables, a 27-item reference list and ideas for further research. (TES)

ED 296 492 EC 210 256

Morocco, Catherine Cobb; And Others

Teachers, Children and the Magical Writing Machine: Instructional Contexts for Word Processing with Learning Disabled Children. Final Report, and "I Know What to Say!" Writing Activities for the Magical Machine.

Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 87
NOTE- 202p.
GRANT- G008400647
AVAILABLE FROM- Education Development Center, 55 Chapel St., Newton, MA 02160 ($14.00 for the 2 documents).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Uses in Education; *Instructional Effectiveness; Intermediate Grades; *Learning Disabilities; Metacognition; Remedial Instruction; *Teaching Methods; *Word Processing; *Writing (Composition); *Writing Instruction

The 2-year study investigated the use of word processing technology with 36 learning disabled (LD) intermediate grade children and 9 remedial teachers in five Massachusetts school districts. During the first year study staff documented how word processing was being used. In the second year, word processing activities hypothesized to be the most effective were designed and tested. Analysis resulted in a model of writing instruction with LD students and a set of student case studies which demonstrate the intersection of particular teaching approaches, the word processor, and individual LD writers. Results are interpreted in terms of: LD children's writing strengths and problems; LD students and machine skills; unique feature of word processing; instructional approaches; and most effective approaches. Of three teaching approaches--substantive instruction, procedural instruction, and direct instruction--procedural instruction in which teachers provided students with strategies for generating ideas was the most effective. The writing model suggests that all three instructional approaches have an appropriate time in the writing cycle with procedural instruction having direct effects on productivity, a sense of ownership of the writing, and metacognitive awareness. Also included is the handbook of writing activities which developed out of this research and which include using the computer as a journal, using dialogue to write stories, using interviewing to tell other people's stories, and responding in writing to contemporary events. (DB)

ED 296 550 EC 210 319

Goldberg, Marge; Urbain, Cathleen
Opportunity Knocking: The Story of Supported Employment.
PACER Center, Inc., Minneapolis, MN.
SPONS. AGENCY- Department of Education, Washington, DC.; McKnight Foundation, Minneapolis, MN.
PUB DATE- 88
NOTE- 111p.
AVAILABLE FROM- PACER Center, Inc., 4826 Chicago Ave. South, Minneapolis, MN 55417-1055 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability Identification; Adults; *Adult Vocational Education; Citizen Participation; Community Involvement; *Employment Opportunities; *Employment Programs; Federal Regulation; *Job Placement; Job Skills; Normalization (Handicapped); On the Job Training; Resources; *Severe Disabilities; Skill Development; State Programs; *Vocational Rehabilitation; Work Environment
IDENTIFIERS- *Supported Work Programs

Supported employment offers opportunities for severely disabled adults to carry out paid work at regular work sites within their communities and provides a path to normalization. Supported employment differs from traditional programs in that the positions are integrated into the community, skills are taught on the job, and support is need-based and ongoing. Service providers find job openings, identify the skills and abilities needed to do and hold each job, evaluate the skills and support needs of the person to be employed, match the person with a job, do on-the-job training, and provide ongoing evaluation and long-term job support. The three most popular kinds of supported employment positions are work enclaves, individual supported jobs, and mobile crews. This guide answers parents' questions about the kinds of supported employment jobs, who pays for the support services, effects on Supplemental Security Income or Social Security Disability Insurance benefits, and necessary preparation for supported employment. An appendix contains directories of state-supported employment projects, state vocational rehabilitation agencies, and other resources, and outlines federal regulations for supported employment services. (JDD)

DeGeorge, George P.
Assessment and Placement of Language Minority Students: Procedures for Mainstreaming. New Focus, NCBE Occasional Papers in Bilingual Education, No. 3.
National Clearinghouse for Bilingual Education, Wheaton, MD.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 88
NOTE- 17p.
CONTRACT- 300860069
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Bilingual Education; Elementary Secondary Education; *English (Second Language); *Evaluation Criteria; *Evaluation Methods; *Limited English Speaking; Measurement Techniques; Second Language Programs; *Student Placement
IDENTIFIERS- *Mainstreaming (Non English Speaking)

The language minority and limited-English-proficient students attending American schools in increasing numbers must be prepared as well as possible for their continued education in the mainstream. This can be begun by implementing mainstreaming procedures that fairly and accurately determine student readiness for learning in the mainstream and making recommendations toward that end, treating the process as a set of placement procedures. These procedures would include defining what the various placement decisions are, determining student needs and other information needed to make those decisions, developing and implementing procedures and instruments for gathering the information, and collecting, analyzing, and interpreting it. The apparent simplicity of the steps masks complexity resulting from the interplay of variables such as program size and structure and the intricacy of individual linguistic, cognitive, and sociocultural backgrounds. Small teams of individuals from both bilingual/English-as-a-second-language and mainstream programs could have responsibility for making placement decisions. (MSE)

ED 296 610 FL 017 522

Scott, Elizabeth Sullivan; Watts, Sharon M.
Communication, Pairing, and Evaluation.
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Denver, CO, April 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; Dialogs (Language); Feedback; French; Grouping (Instructional Purposes); *Interpersonal Communication; *Learning Activities; Pattern Drills (Language); *Programed Instructional Materials; Second Language Instruction; Spanish; *Speech Skills; Student Evaluation

Three classroom activities for development of second language conversation skills are described. First, each student keeps a "talk workbook" for use in an exercise in which pairs of students record their brief conversations according to specific guidelines. The workbook enhances student awareness of the importance of the conversation, illustrates student progress in vocabulary development, indicates students' extra work, if any, and records conversational activity in the classroom for the teacher. Second, students record their speech each quarter of the first and second year of instruction. Each student's recording consists of a prescribed text containing an alphabet, number sequence, and tongue twisters, and a dialogue of his own creation. The tape assignment stresses the importance of oral skills, aids in objective evaluation, allows the teacher to give written feedback on pronunciation, and provides a quarterly comparison of oral ability. Finally, the teacher provides a series of "speaking stations" in the classroom, each requiring less than five minutes to visit and assigns specific students to each station each day. At the stations, students respond to oral skill challenges described on cards. (MSE)

ED 296 636 HE 021 500

McPherson, Michael S.
How Can We Tell if Federal Student Aid Is Working?
College Entrance Examination Board, Washington, D.C.
PUB DATE- May 88
NOTE- 25p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($6.00; 20% discount for 5 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; Disadvantaged Youth; Educational Opportunities; Educational Policy; Enrollment; Equal Education; Federal Aid; *Federal Programs; *Grants; Higher Education; Postsecondary Education; *Program Effectiveness; *State Federal Aid; Student Costs; *Student Financial Aid; *Student Loan Programs; Work Study Programs
IDENTIFIERS- Basic Educational Opportunity Grants; College Costs; College Work Study Program; Guaranteed Student Loan Program; Pell Grant Program; Supplemental Educational Opportunity Grants

This discussion of how the effectiveness of federal student aid can be evaluated is framed in terms of three questions: (1) Has federal student aid expanded educational opportunity; that is, has it encouraged the enrollment and broadened the educational choices of disadvantaged students? (2) Has federal student aid made the distribution of higher education's benefits, and the sharing of its costs, fairer? (3) Has federal student aid made higher education institutions work better, by making them financially more secure and educationally more effective? Each question is discussed, followed by a brief conclusion pointing out the compatibility of the three points of view represented by the questions. Two tables summarize data on predicted distributions of enrollments in 1979 with and without the Basic Educational Opportunity Grant Program, and federal aid per freshman student across all institutions. The document contains 31 references. (KM)

ED 296 692 HE 021 764

Alfred, Richard L.; Weissman, Julie
Higher Education and the Public Trust: Improving Stature in Colleges and Universities. ASHE-ERIC Higher Education Report No. 6.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-41-1
PUB DATE- 87
NOTE- 160p.
CONTRACT- 400-86-0017
AVAILABLE FROM- Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Change Strategies; College Administration; College Faculty; *College Planning; Higher Education; *Institutional Characteristics; *Marketing; Public Opinion; *Public Relations; *Reputation

Institutional stature, its development and determination, and strategies for its enhancement in colleges and universities are discussed. Focus is on the fundamental dimensions of stature, how it is affected by the external environment, and what colleges can do to improve it. Chapters are as follow: "Definition and Dimensions of Stature" (higher education and public perception, what stature is, and what its dimensions are); "Changing Public Attitudes toward Higher Education" (societal conditions and public opinion, changing public attitudes and perceptions, psychological well-being and ill-being, and postulates derived from research); "Attributes of Academic Organization and Performance" (distinguishing characteristics of the academic organization and performance attributes); "Practices to Enhance Stature in Complex Organizations" (for-profit and not-for-profit organizations and principles for application to colleges and universities); "Organizing Colleges and Universities to Enhance Stature" (strategic assessment, allocation of resources, outcomes assessment and image management as leveraging strategies); and "Summary and Conclusions." An index is provided. 211 references. (KM)

ED 296 816 RC 016 595

Sanders, James R.

Approaching Evaluation in Small Schools. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- EDO-RC-88-03

PUB DATE- Jan 88

NOTE- 13p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been includeo here.

CONTRACT- 400-86-0024

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Board of Education Role; Curriculum Evaluation; Decision Making; Educational Facilities Improvement; *Educational Planning; Educational Quality; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Needs Assessment; Problem Solving; *Program Evaluation; *Small Schools; Staff Role

IDENTIFIERS- Discrepancy Analysis; ERIC Digests; Problem Solving Assessment; Program Review; School Improvement Model

Although evaluation plays many roles in schools--support for administrative decision-making, curriculum improvement, staff development, public relations, instruction, counseling, diagnosing problems for students and staff, planning--recent studies of school district evaluation practices indicate that little overall consistency exists in the form of evaluation used by small schools. Three evaluation strategies for school leaders with few resources and limited time are reviewed. The Program Review Committee Approach for Curriculum Evaluation involves establishing a committee which reviews one or two programs each year and makes recommendations, with the approval of the school superintendent, to the school board. The Problem-Solving Approach for School Improvement requires an annual pre-school year stocktaking at the building level to inventory the strengths and weaknesses of the school; priorities are then set to address deficiencies during the school year. The Discrepancy Approach for Assessing School Needs and Planning has staff members define what they believe are ideal characteristics for their school. The principal then organizes the characteristics into a description against which discrepancies can be compared. This approach keeps a school developing in the direction of the collective vision of its staff. Through systematic evaluation, staff members can work together to improve the quality of their schools. (JMM)

ED 296 829 RC 016 638

Mickelson, Roslyn Arlin; Rodriguez, Consuelo Juarez
Chicanos in Elite Public Universities: A Dual Profile.
SPONS. AGENCY- California Univ., Los Angeles. Chicano Studies Center.
PUB DATE- 20 Apr 87
NOTE- 31p.; Earlier version of this paper presented at Meetings of the American Educational Research Association (Washington, DC, April 20, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Students; Educationally Disadvantaged; *Educational Status Comparison; Higher Education; *Mexican American Education; *Mexican Americans; *Public Colleges; Social Class; Socioeconomic Status; State Universities; Student Adjustment; Student Alienation; *Student Characteristics
IDENTIFIERS- *Chicanos; *University of California Los Angeles

Previous research on Mexican Americans in higher education has ignored more prestigious institutions. A survey of 63 of the 79 Chicano graduates of the University of California, Los Angeles (UCLA) in 1979 revealed 2 distinct groups. One group (57%) resembled the traditional profile of Mexican American college students. These students came from low-income or working class families, were first or second generation Americans, were the first college graduates in their families, had often learned Spanish as their first language, and had received little preparation or encouragement for college. They often perceived the university as a hostile or foreign environment. A little over half graduated with grade point averages (GPAs) over 3.0. The nontraditional Chicano students came from middle-class families, often had parents who were college graduates, had learned English as a first language, had gone to high schools where Anglos were in the majority, and did not view UCLA as a hostile or foreign environment. Compared to the traditional group, nontraditional students had less need for financial assistance, and were less likely to have Mexican American peers. Ninety percent graduated with GPAs over 3.0. The early exposure of nontraditional Chicano students to middle class, Anglo "cultural capital" is a critical factor which enables them to negotiate the university on their own terms. Nontraditional Chicanos do not signal their nonAnglo status. The report includes a data table on selected variables, and 56 references. (SV)

ED 296 508 EC 210 273

Stenbak, Else
Care of Children in Hospital. A Study.
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
REPORT NO.- ISBN-92-890-1033-9
PUB DATE- 86
NOTE- 78p.
AVAILABLE FROM- WHO Publications Center, 49 Sharidan Ave., Albany, NY 12210 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Emotional Adjustment; Foreign Countries; *Hospitalized Children; Medical Services; Needs Assessment; *Nursing; Parent Participation; *Special Health Problems
IDENTIFIERS- *Europe

The report, presented from a nursing point of view, looks at the care of children in European hospitals including official policies, regulations, laws and daily nursing care practices. The first chapter provides a rationale for the study with a review of the literature and a presentation of the conceptual framework of the study. The second chapter looks at previous research into the care of children in hospitals including the effects of a hospital stay on the child and children's reaction to stress. Considered next is what the hospital should offer in the areas of daily care, organization of the hospital unit, emotional support to parents, and emotional support to the child. The fourth chapter outlines the methods and procedures for the study and the fifth details the results. Seventeen recommendations include the following: a parent should be able to care for a child in hospital without losing his or her job or income; policies should encourage alternatives to hospital admission whenever possible; children under 15 should be admitted to children's units only; rooming in facilities for a parent should be provided free of charge; and, every child should have an individual nurse assigned during the hospital stay. (DB)

ED 296 594 FL 017 477

Shohamy, Elana; Inbar, Ofra
Construct Validation of Listening Comprehension Tests: The Effect of Text and Question Type.
PUB DATE- Mar 88
NOTE- 35p.; Paper presented at the Annual Colloquium on Language Testing Research (10th, Urbana, IL, March 5-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; High Schools; *Language Tests; *Listening Comprehension Tests; Second Language Learning; *Test Construction; *Test Items
IDENTIFIERS- *Text Types

A study examined the construct validity of second language listening comprehension tests that use different types of texts by determining to what degree the text's listenability facilitates or hinders comprehension. Three hypotheses were tested: (1) texts containing more listenable features, thus closer to the oral end of the oral/literate continuum, will yield higher scores than texts closer to the literate end; (2) second language learners will perform better on questions related to the local rather than global text elements; and (3) the interaction between oral text types and local question types will yield higher scores than the interaction between literate text types and global questions. Three text type versions of the same text (news broadcast, mini-lecture, and consultative dialogue) were used in a test administered to 150 high school seniors who were students of English as a second language. Open-ended questions concerning the texts were categorized as local, global, or trivial. Results indicated that the most literate text type, the news broadcast, was more difficult to comprehend than the other two, which contained more orally oriented features. The findings supported all three hypotheses. (MSE)

ED 296 678 HE 021 581

Williams, Joan M.; Hodinko, Bernard A.

Compliance of Postsecondary Institutions with Provisions for Disabled Students Mandated by the Architectural Barriers Act of 1968 and the Rehabilitation Act of 1973.

PUB DATE- 88

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Accessibility (for Disabled); Architecture; *College Buildings; College Students; *Compliance (Legal); *Disabilities; Federal Legislation; Higher Education; *Physical Mobility; Student Personnel Workers

IDENTIFIERS- *Architectural Barriers Act 1968; *Rehabilitation Act 1973 (Section 504)

Perceptions were obtained from 480 college student services officers concerning compliance of their employing institutions with selected provisions of the Architectural Barriers Act of 1968 and the Rehabilitation Act of 1973 (specifically Section 504). The survey instrument presented a statement from each of 24 provisions of the two Acts. Significant differences in the extent of compliance by two-year and four-year institutions with selected provisions of both Acts were found. For both two-year and four-year colleges, the three provisions in the top four that had the greatest compliance were "ramps or curb ramps in pedestrian areas," "accessibility planned in future construction," and "route of entrance to each building." The provision of "accessible building main entrance to each floor" and "ratio of parking spaces" ranked fourth for two-year and four-year institutions, respectively. Both two-year and four-year colleges were in least compliance with the same four provisions of the Architectural Barriers Act of 1968: "elevators with special features," "appropriate alarm systems," "doors with tactile surface warnings," and "ratio of public telephones." It is suggested that governmental monetary aid would promote fuller compliance by institutions. (SW)

ED 296 733 IR 052 397

Bolin, Mary K., Ed.
Comparison of WLN, RLIN, and OCLC.
Idaho Univ., Moscow. Library.
PUB DATE- 27 Apr 88
NOTE- 38p.; A product of the Utility Review Committee.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bibliographic Utilities; *Cataloging; Comparative Analysis; *Costs; *Interlibrary Loans; *Library Acquisition; Library Networks; Library Services; Library Technical Processes; Reference Services
IDENTIFIERS- *OCLC; *Research Libraries Information Network; Western Library Network

This report examines the costs of and services provided by the three major bibliographic utilities, OCLC (Online Computer Library Center), RLIN (Research Libraries Information Network), and WLN (Western Library Network). The services examined include acquisitions, cataloging, interlibrary loan, and reference. To examine costs, the format of the monthly WLN invoice was used to compare the three networks at approximate activity levels for the coming fiscal year. Both the costs and the advantages and disadvantages of using each of the three utilities, or some combination of the three, for the University of Idaho Library are presented, and equipment, maintenance, and start-up costs are projected. The text is supplemented by a number of tables. (EW)

ED 296 761   JC 880 320

Belcher, Marcia J.; And Others
Addressing Retention through an Orientation Course: Results from a North Campus Study. Research Report No. 87-24.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Sep 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Course Evaluation; Grade Point Average; *High Risk Students; *Program Effectiveness; *School Holding Power; *School Orientation; *Student Characteristics; Two Year Colleges; Two Year College Students; *Withdrawal (Education)

In 1984-85, Miami-Dade Community College's (MDCC's) North Campus developed a one-credit orientation course (SLS 1101) to provide students with information and college-level skills before they encounter problems. A study was conducted to assess the effectiveness of SLS 1101 in reducing attrition and increasing grade point average (GPA) over the course of a year. The study population (N=2,008) included all North Campus students who enrolled for the first time in fall 1985 and reported plans to pursue an associate degree, whether they enrolled in SLS 1101 (N=1,145) or did not (N=863). Study findings included the following: (1) in comparison to students who did not enroll in SLS 1101, the SLS enrollees were more likely to be U.S. Black non-Hispanics of traditional college-going age taking fewer than 12 credits and seeking an associate in arts degree; (2) in fall 1986, 67% of the SLS students were still enrolled at MDCC, compared to 46% of those who had not taken the course; (3) re-enrollment rates were consistently higher for the SLS students whether the comparison with non-SLS students was based on ethnicity, gender, number of credits taken, degree sought, or citizenship status; (4) at the end of the first semester, 68% of the SLS enrollees and 56% of the non-SLS students had GPA's of 2.0 or higher; however, by the end of the first year the gap between the two groups had narrowed to 60% vs. 56%; and (5) 75% of the SLS students felt they were more likely to survive at MDCC because of the course. The SLS 1101 syllabus and evaluation form are appended. (EJV)

ED 296 465 EA 020 132

King, James C.
Group Problem Solving.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- Mar 88
NOTE- 8p.; Blue print on colored paper may reproduce poorly.
AVAILABLE FROM- Publication Sales, NAESP, 1615 Duke St., Alexandria, VA 22314 ($2.50 with order; quantity discounts).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Role; Convergent Thinking; Creative Thinking; Discovery Processes; Divergent Thinking; Elementary Secondary Education; *Group Dynamics; Logical Thinking; *Organizational Communication; Principals; *Problem Solving; Teacher Administrator Relationship; *Teamwork

This pamphlet discusses group problem solving in schools. Its point of departure is that teachers go at problems from a number of different directions and that principals need to capitalize on those differences and bring a whole range of skills and perceptions to the problem-solving process. Rather than trying to get everyone to think alike, principals should take advantage of the holistic approach of the idealists, the analysts' power of logic and deduction, the realists' ability to keep the situation in perspective, the pragmatists' drive to find the shortest route to the payoff, and the synthesists' gifts for creative speculation. A basic attraction of group processes is that one can reap the benefits of both convergent and divergent thinking, and both the analytical and the intuitive. One of the obvious advantages of group problem-solving over individual effort is that the alternative suggestions generated by a committed group will almost always be greater in number and richer in creativity. These ideas are illustrated by a series of hypothetical examples and anecdotes. (TE)

ED 296 537 EC 210 306

Lais, Greg; Smith, Tom

Bringing People Together in the Wilderness: Conjoint Adventure Trips for Special Populations.

PUB DATE- Mar 88

NOTE- 13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; Adults; *Adventure Education; Camping; Daily Living Skills; *Disabilities; *Intergenerational Programs; Interpersonal Communication; *Interpersonal Competence; Labeling (of Persons); *Normalization (Handicapped); Outdoor Activities; Self Esteem; Sexual Abuse; Socialization; Stereotypes

The article describes a 5-day winter camping expedition experienced conjointly by two groups: one a blend of able-bodied and physically disabled adults, and the second consisting of sexually exploited adolescents who were placed in a group home setting. The first group were members of Wilderness Inquiry II, a community based adventure program that integrates disabled with nondisabled persons, while the second, Fresh Start, is a special living and learning placement for youth who have been sexually abused. Goals of the conjoint adventure included increasing socialization and communication skills, enhancing self-esteem, developing independent living skills among the disabled participants, and reducing negative stereotypes among the able-bodied. Psychological as well as physical preparations for the camping trip are described, as well as specific successes and problems associated with the 5-day expedition. Activities such as crosscountry skiing, snowshoe treks, and night hikes were supplemented by small group sharing, journal writing, and community interaction activities. (JW)

ED 296 565 EC 210 335

Grimes, Michael K.

Liberty High School Transition Project: Model Process for Assimilating School, Community, Business, Government and Service Groups of the Least Restrictive Environment for Nondisabled and Disabled.

Contra Costa County Dept. of Education, Pleasant Hill, Calif.

PUB DATE- 28 Mar 88
NOTE- 61p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Building Design; Community Involvement; Demography; *Education Work Relationship; *Individualized Programs; Interdisciplinary Approach; Leisure Education; Mainstreaming; Mental Retardation; *Normalization (Handicapped); Secondary Education; *Severe Disabilities; *Transitional Programs; Vocational Education
IDENTIFIERS- *Individualized Transition Plans

The panel presentation traces the development of and describes the operation of a Brentwood (California) project to prepare approximately 75 severely disabled individuals, ages 12-22, to function in the least restrictive recreation/leisure, vocational, and general community environments. Transition Steering Committee developed such project components as the Least Restrictive Environment Plan, design recommendations for new and remodelled facilities, and the vocational and transitional curricula. The Individualized Transition Plan (ITP) helped students transition from an isolated site, to a high school campus, and ultimately to adult life in a receptive community. Separate sections provide background information including the history and demographics of the area and the demographics of the East County schools. An additional presentation describes the project philosophy, desired outcomes of the community-classroom model of instruction, available support systems for reaching desired outcomes, and special support systems. Also included are project information pieces, rating sheets for student competencies at three levels, an outline of the Vocational Transitional Program, and instructions for completing the ITP, a sample ITP form, and a sample class schedule. (DB)

ED 296 650 HE 021 520

Wharton, Clifton R., Jr.; And Others
Minorities in Public Higher Education: At a Turning Point.
American Association of State Colleges and Universities, Washington, D.C.
SPONS. AGENCY- College Board, New York, NY.
REPORT NO.- ISBN-0-88044-083-X
PUB DATE- 88
NOTE- 29p.
AVAILABLE FROM- University Publishing Associates, Inc., 4720 Boston Way, Lanham, MD 20706 ($7.00 softcover--ISBN-0-88044-083-X; $15.25 hardcover--ISBN-0-88044-093-7; add $2.00 for postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Access to Education; Black Achievement; Black Colleges; *Black Education; *Civil Rights; Educational Discrimination; Educational Opportunities; *Equal Education; Equal Facilities; Higher Education; *Minority Groups; *Public Colleges; *Racial Discrimination

The fundamental issues confronting public higher education in its efforts to reach America's minorities are addressed. Higher education's historical progress in providing a path to equality is surveyed, and certain recent trends showing a clear reversal of that progress are examined. Three chapters offer strategies for stopping the trend and reawakening the national commitment to providing higher education as a path to equality for all. "Public Higher Education and Black Americans: Today's Crisis, Tomorrow's Disaster?" (Clifford R. Wharton, Jr.) advocates a second front in the battle for educational equity, with minority communities being the foundation for minority progress. In "Revising the Recent Decline in Minority Participation in Higher Education" John Maguire expands on this theme to argue that the society must recognize its vital stake in minority progress before any progress can be made. This new perspective must be permanent. Finally in "Standing at the Crossroads: Traditionally Black Colleges Today," Albert N. Whiting examines the historical and contemporary vitality of traditionally black institutions and explores their necessity and value in a society committed to integration. (SM)

ED 296 663 HE 021 533

Maisel, Joyce McPhetres

Social Fraternities and Sororities Are Not Conducive to the Educational Process.

PUB DATE- Mar 88
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (St. Louis, MO, March 27-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Environment; College Role; *College Students; *Fraternities; Higher Education; *Moral Values; Social Organizations; *Sororities; Student Attitudes; Student Behavior; *Student Development; Student Organizations

Concerns about college fraternities and sororities and student values are identified for student personnel administrators. It is noted that fraternities and sororities are exclusionary by practice, sexist in nature, and gender specific by design. They reinforce, without reexamining, the values that their members possess upon entering. Attention is directed to the role of higher education in determining the values of its students, the way that colleges and universities contradict their stated values dealing with the reality of the behavior of the fraternity and sorority life of today, and reasons that campuses should reflect the same values they explicitly profess. It is maintained that part of the job of student personnel officers is to transmit value messages to students. A second role is to develop morals as part of the overall development of students. It is also claimed that alcohol abuse, sexism, racism, destruction of property, and rape are kinds of problems that are more frequently associated with many of the fraternities and sororities of today. It is recommended that the student personnel profession take a stand against institutions such as social fraternities and sororities that do not reflect and engender the higher moral values of society. (SW)

ED 296 748 JC 880 265

Rendon, Laura I.; And Others
Transfer Education in Southwest Border Community Colleges. Final Report of the Ford Southwest Transfer Education Research Project.
South Carolina Univ., Columbia. Coll. of Education.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 88
NOTE- 304p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Affirmative Action; *College Faculty; *College Transfer Students; Community Colleges; Educational Assessment; *Enrollment Trends; *Hispanic Americans; Minority Groups; Postsecondary Education; Program Effectiveness; School Policy; Student Characteristics; Teacher Attitudes; Teacher Characteristics; *Transfer Programs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *United States (Southwest)

The study described in this report examines both the positive and negative influences on student retention and transfer at six community colleges located along the U.S.-Mexico border. Chapter I reviews the literature on retention and transfer and establishes the conceptual framework and research objectives of the study. Chapter II offers baseline data on the six colleges, Southwestern College and Imperial Valley College in California, Arizona Western College and Cochise College in Arizona, and Laredo Junior College and Texas Southmost College in Texas. This section includes information on student enrollment by ethnicity and gender, associate degree recipients, transfers to senior institutions, type of information sent to and received from senior institutions, and faculty and counselor characteristics. Chapter III presents the results of site visits to the six community colleges and to two four-year colleges, focusing on the attitudes of community college staff concerning student achievement and transfer, internal and external barriers to minority student achievement, effective community college policies and practices, institutional monitoring of student flow and persistence, and relevant senior institution policies and practices. Chapter IV presents a profile of the students attending the six community colleges in terms of their background, educational commitments, social integration on campus, and predisposition to transfer. Chapter V examines the characteristics and attitudes of the community college faculty. Chapter VI reviews state-level policies and practices affecting student achievement and transfer in California, Arizona, and Texas. Finally, chapters VII and VIII discuss the findings and offer conclusions and recommendations. Survey instruments are appended. Included are 94 references. (AYC)

ED 296 776 JC 880 346

Clagett, Craig A.
Community College Transfers at UMCP. Research Brief 88-1.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
PUB DATE- Aug 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *College Transfer Students; Community Colleges; *Enrollment Trends; Grade Point Average; Higher Education; *Student Characteristics; Two Year Colleges; *Two Year College Students; Universities

Information gathered by the Maryland State Board for Community Colleges and articulation staff at the University of Maryland, College Park (UNCP) was analyzed to assess the academic performance of transfer students from Prince George's Community College (PGCC) and to draw preliminary conclusions concerning retention through the bachelor's degree. In fall 1986, 1,254 former PGCC students were enrolled as undergraduates at UMCP. Of these students, 83% were in good academic standing, 10% had received unsatisfactory performance warnings, and 7% were dismissed at the end of the semester. The mean cumulative grade point average (GPA) of the PGCC transfer students was 2.48, somewhat below the mean GPA of 2.54 averaged by all community college transfers at UMCP. The former PGCC students had transferred an average of 43 credits to UMCP. An analysis of information concerning the 1,304 former PGCC students enrolled at UMCP in fall 1985 revealed the following: (1) 20% of the students were new to UMCP that fall, and more than 66% had been at the college for two years or less; (2) 46% of the students had transferred between 31 and 60 credits to the university; (3) 71% enrolled for 12 or more credit hours, with the remaining 29% attending part-time; (4) programs in business and social science were the most popular among the transfer students; (5) 81% of the transfer students were white; and (6) students who transferred more than 60 units had higher GPA's than students who transferred fewer than 60 units. (EJV)

ED 296 790 PS 017 441

Tillona, Salvatore V.
Developing Career Awareness in the Elementary School through Self-Awareness and Role Modeling.
PUB DATE- 88
NOTE- 152p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Blacks; *Career Awareness; Curriculum Enrichment; *Elementary School Students; Grade 4; Grade 5; Intermediate Grades; *Learning Activities; Lesson Plans; Low Income Groups; Practicums; *Puerto Ricans; *Self Concept

An elementary school guidance counselor conducted a practicum designed to address low-income, urban Puerto Rican and black fourth- and fifth-grade students' need for career awareness. In the course of implementing the eight-month long intervention, nine classroom teachers were asked to set aside two periods each week for: (1) developing students' self-awareness, self-concept, and positive attitudes toward work; and (2) increasing students' occupational awareness. A total of 30 lessons were developed and taught in conjunction with 8 occupational clusters. Students were taught about entry level requirements, the nature of the work, and the qualifications necessary for all the occupations in each cluster. Guest speakers involved in the occupations discussed in the students' lessons visited classrooms and discussed their work and its relation to students' course of studies. Students visited work sites where they saw the guest speakers perform their jobs. A career fair was held near the end of the school year. Evaluation data suggested that the goals of the practicum were met: namely, teachers understood the importance of a career awareness program in the curriculum and students learned that skills and information learned at school are used at work. Related materials, including the career awareness and self-awareness lessons, and the questionnaires and evaluation instruments used in the project are appended. (RH)

ED 296 804 PS 017 463

Webb, Nina W.
Developing and Implementing a Curriculum for the Before/After School Child Care Program.
PUB DATE- 88
NOTE- 76p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *After School Programs; *Curriculum Development; Educational Improvement; Extended School Day; Intervention; *Learning Activities; Primary Education; *Program Implementation; Program Improvement; *School Age Day Care; *Self Concept

An elementary school teacher implemented a practicum designed to: (1) provide a curriculum for a before and after school day care program serving primary school students; and (2) solve problems encountered in the implementation of a pilot school-age child care program. A review of the literature indicated that few curriculums had been developed for school-age children in day care programs. Many programs were modeled on preschool programs, even though the needs of school-age and preschool children vary. The specific goal of the intervention was to produce a well-organized and well-supervised curriculum and program that met the developmental needs of school-age children. The Star Team curriculum, which was constructed in the form of a menu, was developed and implemented. The menu format offered the advantages of flexibility, adaptability, and variety. The goal of the curriculum was to provide opportunities for kindergarten children and primary school students in grades one, two, and three to learn about themselves and others in an informal setting. Practicum evaluation data indicated that participating children improved scores on pre- and post-evaluation instruments. The curriculum is appended. (RH)

ED 296 845 RC 016 666

New Directions in Indian Purpose: Reflections on the American Indian Chicago Conference.

Native American Educational Services, Inc., Chicago, Ill.

SPONS. AGENCY- Illinois Humanities Council, Champaign, Ill.; Joyce Foundation, Chicago, IL.; Lloyd A. Fry Foundation, Chicago, IL.; Public Employment Relations Research Inst., Washington, D.C.

PUB DATE- Jan 88

NOTE- 179p.; Includes some papers presented at the American Indian Chicago Conference (Chicago, IL, June 13-20, 1961) and American Indian Tribes in the 21st Century: Two NAES College Seminars (Chicago, IL, November 1985 and May 1986). For related documents, see ED 030 518 and ED 281 686.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian Languages; American Indian Reservations; *American Indians; *Federal Indian Relationship; Primary Sources; Treaties; *Tribal Sovereignty; Tribes

IDENTIFIERS- Bureau of Indian Affairs

The "Declaration of Indian Purpose" produced by the American Indian Chicago Conference in 1961 needs to be recognized and extended to meet the needs and common political concerns of American Indians today. This publication provides the complete text and the appendices to this earlier document, and includes papers in which Indian academics and tribal leaders discuss tribal government and tribal language in reference to the "Declaration of Indian Purpose." The original conference in 1961 provided a valuable forum for opposition to the policy of termination of tribal trust status, the articulation of Indian goals, and it has informed Indian affairs ever since. This document also includes the entire transcript of a 1987 public forum to identify and address certain new directions in "Indian Purpose," since 1961. Specific topics covered include tribal government; language, culture and the dissolution of tribal society; English in the Chicago Indian community; Indian education in Minnesota; sovereignty and intergovernmental relations; and an extended discussion of new directions in Indian education. (SKW)

ED 296 479 EA 020 187

Milstein, Mike; Fiedler, Celia Karen

The Status and Potential for Administrative Assessment Centers in Education.

PUB DATE- Apr 88

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Evaluation; Administrator Qualifications; *Administrator Selection; *Assessment Centers (Personnel); Educational Finance; Elementary Secondary Education; Evaluators; School Surveys

IDENTIFIERS- *NASSP Assessment Center Project; *National Association Secondary School Principals

Higher demands on administrators have rendered traditional selection methods less adequate. Many schools have responded by adopting assessment centers to identify administrator qualifications. Previous research and contact with assessment centers through letters, phone calls, and a survey furnished the information for this study. Twenty-five of the 50 centers surveyed responded. In the United States, over 50 administrator assessment centers have been implemented by the National Association of Secondary School Principals (NASSP) to select, place, and promote administrators. The exercises used in these centers incorporate 12 administrative skill dimensions and reveal prospective administrators' behavioral strengths and weaknesses. The exercises include group discussions, interviews, simulations, schedule-making, management games, written tests, public speaking, and negotiations. The training and effectiveness of assessors is crucial to the efficiency of assessment centers. According to studies conducted by the NASSP, relationships exist between assessment center scores and subsequent job performance and school climate. Financial obstacles to implementation can be avoided by operating the centers in schools during the summer; time consumption obstacles can be remedied through the computerization of scoring. Other benefits of assessment centers include the self-evaluation of assessors and assessees, improved observation skills, improved teacher evaluation, and the standardization of skill expectations. Thirty-seven references and four figures are included. (RG)

ED 296 493 EC 210 257

Young, Norton B.; And Others

Guidelines for Purchase of Services and Assistive Devices for Individuals with Communication Disorders. University Affiliated Program. Revised.

Oregon Health Sciences Univ., Portland. Crippled Children's Div.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- 85

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Assistive Devices (for Disabled; *Audiology; *Communication Disorders; *Delivery Systems; Electronic Equipment; Eligibility; Equipment; *Hearing Aids; *Hearing Impairments; Program Development; Prostheses

The guidelines provide a statement of principles from the professions of speech-language pathology and audiology which takes into account changes in state programs and the rapid and expanding technology of the hearing aid industry. The first section provides guidelines for the purchase of services for the individual with a communication disorder in the following areas: referral of individuals with communication disorders; assessment and eligibility; delivery of services (qualifications of personnel, supervision, consultation, quality assurance, standards); physical facilities, equipment, and calibration; program procedures (interdisciplinary coordination and reporting/recordkeeping); and prosthetic systems for individuals with communication disorders. The next section gives definitions of 13 key terms (such as assessment, communication disorder, and identification). Guidelines for the selection of augmentative communication systems cover planning for an effective and efficient system; eligibility; service delivery (identification, assessment, communication needs, facilities, program procedures, communication prostheses, funding). Seven additional definitions are provided. Guidelines for assistive listening systems consider hardwire systems, FM auditory systems, alerting devices, telephone assistive devices. The final section contains guidelines for the selection and purchase of hearing aids with suggestions for preselection evaluation, selection, fitting, and the purchasing plan. Also briefly noted are implantable prostheses. (DB)

ED 296 523   EC 210 291

Foster, Susan

Life in the Mainstream: Reflections of Deaf College Freshmen on Their Experiences in the Mainstreamed High School.

Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 87
NOTE- 23p.; A product of the Office for Postsecondary Career Studies and Institutional Research.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Deafness; *Educational Experience; *Hearing Impairments; High Schools; Interpersonal Competence; Interviews; Learning Problems; *Mainstreaming; Partial Hearing; Program Development; *Social Experience; Social Integration; Social Life; Student Adjustment; *Student Attitudes; Student Experience; Student Reaction
IDENTIFIERS- National Technical Institute for the Deaf; Service Utilization

Interviews were conducted with 15 first-year students at the National Technical Institute for the Deaf at Rochester Institute of Technology, concerning their academic and social experiences in mainstreamed high schools. It was learned that respondents encountered such challenges to their academic success as teachers who were unaware of or unresponsive to the needs of deaf learners and difficulties associated with group discussion and team projects. The students used a variety of formal and informal strategies to meet these challenges, including professional support services, networking with hearing students, informing teachers of their special needs, and staying after class for help. Some students appeared more skilled than others at assessing the academic environment and using the full range of formal and informal supports available to them. The quality of social interaction experienced by respondents in the mainstreamed high school varied widely. Some felt they enjoyed a good social life, participating in sports and social activities, while others felt lonely and left out. These data suggest that social mainstreaming may be more difficult to achieve than academic mainstreaming. Recommendations for program development are provided. (JDD)

ED 296 551 EC 210 320

Nasca, Donald
The Use of Non-Verbal Measures of Intellectual Functioning in Identifying Gifted Children.
PUB DATE- 17 Mar 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Ability Identification; *Aptitude Tests; Cognitive Measurement; Comparative Analysis; Diagnostic Tests; Elementary Education; *Gifted; *Intelligence Tests; *Nonverbal Tests; *Test Bias; Test Interpretation; Verbal Tests
IDENTIFIERS- Otis Lennon Mental Ability Test; Raven Progressive Matrices; Slosson Intelligence Test; Test of Nonverbal Intelligence; Wechsler Intelligence Scale for Children (Revised)

Concern about the possible bias of using only verbal assessments for the identification of intellectually gifted students led to an examination of the effect of incorporating nonverbal assessments of intelligence into the identification process. Two nonverbal instruments (Progressive Matrices and Test of Nonverbal Intelligence) were used in conjunction with three more traditional, verbally oriented measures (Slosson, Otis-Lennon, and Wechsler Intelligence Scale for Children-Revised--WISC-R) in three separate populations of elementary-level students. One study focused on use of the Progressive Matrices in conjunction with the Slosson, the second compared the Test of Nonverbal Intelligence with the Slosson, and the third examined relationships between the Progressive Matrices and the WISC-R and Otis-Lennon. Results demonstrated that correlations among all pairs of measures of intellectual functioning were generally low. The addition of a nonverbal measure to the identification process influenced between 6.9% and 28.6% of the giftedness assessments. Variability was a function of the particular combination of instruments used, the grade level at which identification occurred, and the way scores were used in decision-making. (Author/JDD)

ED 296 580 FL 017 460

Collier, Virginia P.
The Effect of Age on Acquisition of a Second Language for School.
National Clearinghouse for Bilingual Education, Wheaton, MD.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 87
NOTE- 8p.; In: New Focus, NCBE Occasional Papers in Bilingual Education Number 2, Winter 1987/1988. For a related paper, see FL 017 461.
CONTRACT- 300860069
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Age Differences; Classroom Communication; Elementary Secondary Education; *English (Second Language); Language Proficiency; Language Research; *Language Skills; Limited English Speaking; *Oral Language; *Second Language Learning; Skill Development; *Time Factors (Learning)

Research on second language learning suggests that age or age-related factors are a major variable in the acquisition of a second language for school. In the early stages of acquisition, older students are faster and more efficient learners, with the advantage of more advanced cognitive development in the first language. This early advantage diminishes after the first year of second language learning for adults, but remains for older children and adolescents. Adolescents past puberty are likely to retain an accent but are capable of developing complete second language proficiency. When schooled only in the second language, students in the 8-to-12-year range on arrival may be the most advantaged learners of school skills in the second language. Older students have less time to make up lost years of academic instruction easily. The effect of age diminishes over time as the learner becomes more proficient in the second language. Differences are generally found through the first five years after arrival. It takes language minority students in any type of program a minimum of four years to reach native speakers' level of school language proficiency and may take eight or more years, depending on a variety of factors. (MSE)

ED 296 595 FL 017 504

Cushing, Steven
Language and Communication-Related Problems of Aviation Safety.

PUB DATE- 88
NOTE- 20p.; Paper presented at the Annual Meetings of the American Association for Applied Linguistics (San Francisco, CA, December 1987) and the International Congress of Psychology (24th, Sydney, Australia, August 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accidents; Aerospace Industry; Aircraft Pilots; *Air Traffic Control; Aviation Technology; *Aviation Vocabulary; *Communication Problems; Speech Synthesizers
IDENTIFIERS- *Aviation Safety; *Natural Language

A study of the problems posed by the use of natural language in various aspects of aviation is presented. The study, part of a larger investigation of the feasibility of voice input/output interfaces for communication in aviation, looks at representative real examples of accidents and near misses resulting from language confusions and omissions. An intelligent voice interface is proposed for both real-time safety in the air traffic control/aircraft communications circuit and in the training of pilots and controllers. Such a device would monitor communications and filter out potential linguistic confusions, requiring clarification before conveying messages. The intelligent voice input component would consist of a voice word recognizer, to divide raw speech into meaningful elements, and a language filter to make interpretive decisions such as disambiguation and reference determination. The filter would use three components of natural language understanding: the lexicon, grammar, and knowledge base of air traffic control. The output component would be designed to check back with the speaker and provide required callouts and readbacks. (MSE)

ED 296 611 FL 017 523

Ingram, D. E.

Penetrating the Language Frontier in Tourism.

PUB DATE- Jun 88
NOTE- 13p.; Paper presented at the Frontiers of Australian Tourism Conference (Canberra, Australian Capital Territory, Australia, June 29-July 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Curriculum Development; *Educational Objectives; Foreign Countries; *Job Skills; Research Needs; Second Language Instruction; *Second Languages; *Tourism
IDENTIFIERS- *Australia

For Australia's tourism industry to be commercially effective, all of its workers must develop second language skills, intercultural skills, and support and tolerance of foreign guests. Community attitudes, education, the tourism industry itself, and research and development must change to foster cultural understanding and intercultural sensitivity in the Australian community as a whole. Children should be given second language training routinely, and proficiency should be required for both higher education and vocational training. A greater variety of courses must be made available, with practical proficiency their goal. Experts in applied linguistics should compile innovative course designs and not simply draw on existing course offerings that may not foster practical skills. Courses of differing lengths and intensities should be developed for both general and specific tourism purposes, with continuing education also made available. Improved testing procedures are needed, and courses integrating tourism with language and cultural study are recommended. Underused existing language resources should be tapped. The tourism industry itself should provide language learning incentives for its workers and publicly identify language-skilled personnel and related services. Research priorities include the study of projected tourism patterns, language skill need analysis, curriculum and materials development, and effective instructional methods. (MSE)

ED 296 624 HE 021 410

Leslie, Larry L.; Brinkman, Paul T.
The Economic Value of Higher Education. American Council on Education/Macmillan Series on Higher Education.
SPONS. AGENCY- American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-918601-3
PUB DATE- 88
NOTE- 288p.
AVAILABLE FROM- Macmillan Publishing, 866 Third Avenue, New York, NY 10022 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Economic Factors; *Educational Benefits; *Educational Economics; Educational Finance; Enrollment Trends; *Higher Education; Investment; *Public Policy; Research Methodology; Social Responsibility; Student Financial Aid; Tuition
IDENTIFIERS- *Economic Impact; United States

The economic value of higher education, whether it is a good investment, and ways that the value can be measured are described in this critical review of concepts and methods in the economics of higher education. Three parts form the structure of the book: (1) summary and stage setting; (2) the economic value of higher education: the classical tests; and (3) the economic value of higher education: the emergent social goals. The discussion includes findings about the economic effects on both private investors (individuals who make college investment decisions) and public policy makers (those who allocate funds for higher education). Issues covered include: contributions of education to the U.S. national economy; economic impact of colleges on their local communities; rates of return to higher education; effects of higher tuitions upon enrollments; equity effects of the combination of higher education financing and enrollment patterns; and effects of student financial aid. The findings of the book point to the significant economic value of higher education, locally and at the national level, for students, colleges themselves, and society as a whole. Data for documenting these issues are provided, as well as an extensive bibliography that contains 380 references and appendices that systematically describe the characteristics of hundreds of studies related to the economics of higher education. (LB)

ED 296 637 HE 021 501

Chandler, Trevor L.
Attracting Minority Graduate Students and Faculty in an Atmosphere of Increasing Competition.

Council of Graduate Schools in the U.S., Washington, D.C.
PUB DATE- Jun 88
NOTE- 4p.; Paper presented at an Idea Exchange Meeting of the Council of Graduate Schools (Chicago, IL, April 5, 1988).
AVAILABLE FROM- Council of Graduate Schools, One Dupont Circle, Suite 430, Washington, DC 20036-1173.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; Black Students; *College Faculty; Ethnic Groups; *Graduate Students; Graduate Study; Higher Education; Hispanic Americans; *Minority Groups; Research Assistants; *Student Recruitment; Success; *Teacher Student Relationship; Teaching Assistants

Given the currently limited numbers of minority students seeking graduate degrees, the competition among universities to attract them has increased. The role that faculty should play in recruiting and retaining minority graduate students is discussed, in particular the type and quality of the relationship between minority graduate students, especially those with teaching and research assistantships, and faculty. The responsibilities of graduate deans and their staffs in encouraging minority students is also briefly discussed. Three tables provide data on degrees received by blacks in selected areas, 1983-86; percentage distribution of faculty at four-year institutions by racial background, sex and ethnic group, 1984; and percent of research and teaching assistantships awarded to doctoral students in selected fields by racial/ethnic group, 1985. (KM)

ED 296 693 HE 021 900

Jacobi, Maryann; And Others

College Student Outcomes Assessment: A Talent Development Perspective. ASHE-ERIC Higher Education Report No. 7, 1987.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN-0-913317-42-X

PUB DATE- 87

NOTE- 141p.

CONTRACT- 400-86-0017

AVAILABLE FROM- Association for the Study of Higher Education, Dept. E, One Dupont Circle, Suite 630, Washington, DC ($10.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)

DESCRIPTORS- Classification; *College Students; *Educational Assessment; Educational Philosophy; Higher Education; *Outcomes of Education; *Student Development; *Student Evaluation; *Talent Development

IDENTIFIERS- *College Outcomes Assessment

Factors that contribute to useful measurement of the impact of educational programs on college students are reviewed. Chapters cover the following: goals of student outcomes assessment; philosophy of assessment; outcome taxonomies; issues of measurement in talent development assessment; cognitive outcome instruments; increasing the usefulness of outcomes assessments; and practical suggestions for conducting assessments. It is suggested that an institutional program of assessing student outcomes should be based on a coherent philosophy of institutional mission and should reflect a conception of what constitutes effective performance of that mission. Two commonly used approaches to defining excellence are discussed, reputational and resource approaches, but a "talent development" approach is proposed in which assessment focuses more on changes or improvements in students' performance from entry to exit. Talent development assessments may be conducted with either standard, commercially available assessment instruments or with locally designed instruments developed on campus. Reasons why assessments may not live up to their potential as management tools are addressed, including inadequate conceptualization or political barriers. Appended is a summary of the more than 25 cognitive assessment instruments discussed (general education tests, specific skills tests, and subject matter competency). This document contains approximately 120 references. (LB)

ED 296 706 IR 013 389

Wiske, Martha Stone; And Others
How Technology Affects Teaching.
Educational Technology Center, Cambridge, MA.; Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.; Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETC-TR87-10
PUB DATE- Mar 88
NOTE- 66p.
CONTRACT- 400-83-0041; OTA-H3-4595.0
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Computers; *Educational Technology; Elementary Secondary Education; Inservice Teacher Education; *Interviews; Secondary School Mathematics; Special Education; *Teacher Attitudes
IDENTIFIERS- Teacher Surveys

This study presents composite profiles of teachers who were interviewed in order to assess how they are being affected by the challenges and opportunities presented by computer technology use. In-depth interviews were held with 76 teachers from 10 sites around the country, and the interview data were analyzed to identify themes and to construct seven composite profiles of teachers who articulated those themes. The profiles present the following points of view: deciding not to use computers; looking forward to teaching with technology; using computers in an elementary classroom; using computers in special education; teaching computer science and computer literacy; integrating computers into the secondary mathematics curriculum; and training teachers at the district level. The findings drawn from all the interviews address: (1) influences on teachers' decisions about teaching with technology, their beliefs, external mandates and opportunities, and access to resources and support; (2) effects of computers on teaching style, classroom management, and teachers' roles; and (3) resources and support teachers want, hardware and software, effective training and ongoing assistance, visions of teaching with technology, layers of administrative and technical support, and greater influence on educational technology policies, applications, and use. It is noted that these findings suggest that policy efforts focus on the computer as an instructional tool, and that an integrated system of resources is necessary to support such use. A copy of the telephone interview survey instrument is appended. (76 references) (EW)

ED 296 720 IR 013 404

Cambre, Marjorie A.

A Reappraisal of Instructional Television. An Information Analysis Product.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-937597-14-7
PUB DATE- Dec 87
NOTE- 60p.; For the ERIC Digest based on this document, see ED 294 569.
CONTRACT- 400-85-0001
AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-73, $6.50 plus $1.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Television; Educational Trends; Elementary Secondary Education; Formative Evaluation; Futures (of Society); Material Development; *National Surveys; *Programing (Broadcast); Statistical Data; Tables (Data); *Television Research; *Use Studies

This reappraisal of the situation of instructional television (ITV) in education begins by defining the field, providing background information, describing the various roles that ITV can fill, and discussing the structure of ITV as a profession. Various aspects of ITV use are then discussed in the context of: (1) national use statistics on ITV accessibility, ITV use, barriers to use, and training teachers in its use; (2) data on budget support, personnel, administrative encouragement of ITV use, and changes in ITV accessibility; and (3) qualitative data on equipment, programming, and support systems for ITV. An examination of research and evaluation which considers three types of inquiry--basic research, formative evaluation, and impact studies--is followed by a discussion of ITV issues and futures in the areas of research and development, design, production, distribution, promotion, use, and measurement and evaluation. The report concludes with a discussion of factors critical to the present and future of ITV. Eight figures and three tables are included. (54 references) (MES)

ED 296 817 RC 016 596

Rincones, Rodolfo
Exploring Alternatives to Consolidation. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-88-05
PUB DATE- Jan 88
NOTE- 14p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
CONTRACT- 400-86-0024
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Centralization; Community Benefits; *Consolidated Schools; Educational Technology; Elementary Secondary Education; High Schools; Interdistrict Policies; *Rural Schools; *School District Reorganization; School District Size; Shared Facilities; *Shared Resources and Services; *Small Schools; State Action; Student Exchange Programs
IDENTIFIERS- *Alternatives to Consolidation; Cluster Districts; ERIC Digests

School reorganization has been used extensively as a strategy to deal with the problems of small and rural schools. However, there is no comprehensive evidence to prove that consolidation has met the problems of finance, staff, facilities, and curriculum for which it has been advocated, nor are consolidation's disadvantages and ill-effects of the community usually considered. Partial school reorganization allows a middle-of-the-road response to decreasing enrollments, tight budgets, and increased federal/state demands to provide students in isolated areas equal access to education. Three types of partial reorganization include: (1) Central High School Districts (when two or more school districts combine high school programs but retain separate elementary programs); (2) Cluster Districts (providing services shared by separate neighboring school districts, allowing access by students of different schools); and

(3) Exchange of Students for Tuition (sending students to neighboring school districts for instruction). Personnel, programs, and equipment may also be shared--formally or informally--to provide services to students. Sharing may also be implemented through a state organizational structure. Other helpful approaches include state intervention and state financial aide, multiple teacher certification, application of computer modelling results, community designed reorganizations, and distance education. Thus, full-scale reorganization is not the only solution. (JMM)

ED 296 830 RC 016 639

Stevens, K. J.; Mason, G. A.
Common Elements in the Study of Education in Rural Australia and Urban Canada.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Disadvantaged Environment; Educational Anthropology; Elementary Secondary Education; *Field Studies; Foreign Countries; *Naturalistic Observation; *Research Methodology; Research Problems; *Rural Education; Social Class; Social Status; *Urban Education
IDENTIFIERS- Australia (Queensland); Canada (West)

This document describes approaches in conducting naturalistic studies in two different countries with contrasting educational settings. Naturalistic research methodology is described by one of the writers as "an explicit undertaking to lay aside our ideas and concern ourselves with finding the subjects' perspectives in their non-theoretical lives." The paper seeks to illustrate the possibility of uncovering common elements in the conduct of naturalistic research. It uses examples from two naturalistic studies, the first located in a small, isolated school in North Queensland, Australia; the other set in a large inner-city school in Vancouver, Canada. The conduct of naturalistic research is influenced by the physical environment, by the community relationships the researcher establishes and by the expectations held for the outcome of the research. Relationships with students, school staff, parents and administrators are detailed. Paper closes with discussion of social characteristics of class structure, their economic parallels, and their possible ties to educational attainment. (Author/TES)

ED 296 509 EC 210 274

Program Models with Exemplary Components.

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jul 87
NOTE- 14p.
GRANT- G008530187
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Agency Cooperation; *Demonstration Programs; *Disabilities; *Education Work Relationship; Parent Participation; Program Effectiveness; Secondary Education; State Programs; *Transitional Programs; Vocational Education; Vocational Evaluation
IDENTIFIERS- North Carolina

The document describes 17 programs of interagency transitional programming and planning for exceptional students exiting public schools in North Carolina and elsewhere. It is intended to disseminate information on successful programs in the state and encourage visitation between local school administrative units. Programs were selected according to state criteria for model services for secondary exceptional children's programs. Selected programs had on-site evaluations showing outstanding components in one or more of the following areas: partnerships, vocational curriculum development, transition from school to work, vocational assessment and planning, and training. Programs commonly share such essential elements for successful transition as interagency cooperation, a written plan, parental involvement, and multiple employment options. Programs are listed alphabetically by county (within North Carolina) and by state, otherwise. Listings include a descriptive paragraph showing program purposes, special features, types of students served and contact information including address and phone number. (DB)

ED 296 664 HE 021 534

Hewett, Laura; And Others

Course Evaluations: Are Students' Ratings Dictated by First Impressions?

PUB DATE- 88

NOTE- 14p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Snowbird, VT, April 30, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Faculty; College Students; *Course Evaluation; *Faculty Evaluation; *Grades (Scholastic); Higher Education; *Student Evaluation of Teacher Performance

The relationship between students' first impressions of a course (formed on the basis of their initial exam scores) and end-of-term teacher evaluation ratings was studied. University students enrolled in freshman, sophomore, and junior level courses took all tests and completed the instructor evaluation form the week before the fourth quarterly exam. Three 60-question four-alternative multiple choice tests covering the textbook, lecture material, and films were administered before the evaluation in each course. It was found that students tend to evaluate instructors near the end of the course according to their performance on the first examination. The relationship between exam scores and evaluation ratings weakens with successive exams and is weakest with the exam administered just prior to evaluation time. (SW)

ED 296 679 HE 021 582

Morrison, James L.
The Continuing Seminar on Futures Research in the School of Education at the University of North Carolina at Chapel Hill.
PUB DATE- Jun 88
NOTE- 12p.; Paper presented at the World Future Society Professional Members Forum (Salzburg, Austria, June 27-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstracting; Databases; *Educational Planning; *Futures (of Society); *Graduate Study; Higher Education; Information Sources; *Schools of Education; Seminars; Trend Analysis
IDENTIFIERS- *Environmental Scanning; *University of North Carolina Chapel Hill

The origin and continuation of the futures research seminar at the School of Education of the University of North Carolina at Chapel Hill are discussed. The continuing research seminar takes place throughout the calendar year for students who wish to use futures research methods in their dissertations. One of the major projects of the seminar is the development of an environmental scanning database. Each student is assigned specific journals and newspapers to scan in order to augment the data gathered by students. Each student is also assigned one or more professional journal(s) to search for pertinent literature dealing with a number of categories describing the methodological and substantive scope of the seminar. Each student is assigned categories of the literature database to maintain. This responsibility includes abstracting articles in that category for insertion in the electronic literature database. The software support systems and the ED QUEST planning model that can be employed by students are briefly considered. Included are: the environmental scanning taxonomy, a list of seminar information resources, criteria and instructions for abstracting, a list of journals scanned for futures research database, and literature database categories. 14 references. (SW)

ED 296 734 IR 052 398

Knirk, Frederick G.
Instructional Facilities for the Information Age. An ERIC Information Analysis Product.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-937597-16-3
PUB DATE- 87
NOTE- 57p.
CONTRACT- 400-85-0001
AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-76; $6.50 plus $1.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Acoustical Environment; *Audiovisual Aids; Classroom Design; Classroom Furniture; *Classroom Research; *Design Requirements; Elementary Secondary Education; *Environmental Influences; *Human Factors Engineering; Lighting; *Thermal Environment

Intended to assist educators and trainers who must make recommendations about facilities to architects and school authorities, this ERIC information analysis project summarizes research on the design of both classrooms and individualized learning spaces that will optimize learning. Six teaching/learning space topics are considered: (1) light and color; (2) heating, ventilation, and air conditioning; (3) acoustical and background noise; (4) furniture and ergonomics; (5) electrical wiring and conduit requirements; and (6) computer requirements. The relationship of physical properties of learning facilities and behavioral science data is considered, and the specific environmental variables that influence the student--temperature and humidity, noise, light and color, seating position, classroom design or openness, density and privacy, and the presence of windows--are discussed. Research findings on requirements for materials storage, minimum light for learning spaces, colors and learner activity, and ideal temperatures for student activities are summarized in four tables, and diagrams of classroom space configurations for various audiovisual media are provided. (116 references) (EW)

ED 296 762 JC 880 321

Belcher, Marcia J.

Fulfilling the Transfer Mission: A Follow-Up of Miami-Dade Graduates to Upper Division. Research Report No. 87-25.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Jun 87

NOTE- 28p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Graduates; *College Transfer Students; Community Colleges; Educational Attainment; *Enrollment Trends; Followup Studies; Higher Education; Private Colleges; State Universities; *Student Characteristics; Two Year Colleges; *Two Year College Students

A study was conducted at Miami-Dade Community College (MDCC) to determine how many MDCC graduates transfer to the State University System (SUS) or private colleges within Dade County; how many have obtained a bachelor's degree; differences in enrollment and graduation patterns based on ethnicity, gender, MDCC campus attended, year of MDCC graduation, or type of degree received; and trends in four-year college choice. The study population included all MDCC graduates who received an associate degree in 1980-81, 1981-82, 1982-83, 1983-84, or 1984-85, who were matched against SUS files and information from private colleges for fall 1981 through fall 1985. Study findings included the following: (1) after 5 years, about 65% of the associate in arts (AA) graduates had enrolled for upper-division study and close to half of that group had graduated; (2) although the four-year college enrollment rate of the Associate in Science graduates was half that of the AA degree holders, almost one-third had enrolled in upper division; (3) among AA graduates, transfer rates were 50% for Black non-Hispanics, 63% for White non-Hispanics, 73% for Hispanics, 62% for females, and 70% for males; and (4) 80% of the MDCC graduates who enrolled in upper division attended a college in the Miami area. (EJV)

ED 296 805 PS 017 470

Chisom, Yvette L.
Implementation of a Program To Actively Involve Parents in the Education of Their Fourth-Grade Children by Participating in School Activities.
PUB DATE- 88
NOTE- 83p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Committees; Decision Making; Educational Improvement; Elementary Education; *Grade 4; Home Study; Intermediate Grades; Intervention; Learning Activities; Organizational Communication; *Parent Participation; *Parent School Relationship; Planning; Socialization; Teacher Aides

An elementary school teacher in an urban school serving economically disadvantaged and middle-class black students implemented a practicum designed to increase involvement of parents of intermediate grade students in their children's education. Parent participation was mandatory in preschool and primary programs. But when children entered the fourth grade, parents no longer participated in school activities or volunteered to help in classrooms. The goal of the practicum was to implement a program in which parents would participate in school activities, form partnerships with teachers, and engage children in learning activities at home. Activities conducted included: (1) establishing rapport with parents; (2) informing parents of the proposed program and soliciting support; (3) gaining parents' commitment to help children learn in school and at home; (4) forming committees to plan and execute a fund-raiser; (5) selecting and purchasing test preparation materials; and (6) holding an assembly, an open house, field trips, and an awards and recognition luncheon. Evaluation data indicated that the practicum objective was met. Plans were made to expand the program for a second year. Appended materials include surveys, an inventory, a log, learning guidelines, activity sheets, and a page from a student's home learning journal. (RH)

ED 296 466 EA 020 133

Connors, Eugene T.; Valesky, Thomas C.
Using Microcomputers in School Administration. Fastback No. 248.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.

REPORT NO.- ISBN-0-87367-248-8
PUB DATE- 86
NOTE- 38p.; Sponsored by the Fordham University Chapter of Phi Delta Kappa.
AVAILABLE FROM- Publications, PDK Foundation, 8th Street and Union Avenue, Box 789, Bloomington, IN 47402 ($.90 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Computer Managed Instruction; Computer Software; *Computer Uses in Education; Databases; Data Processing; *Educational Administration; Elementary Secondary Education; Information Technology; *Management Information Systems; Man Machine Systems; *Microcomputers; School Accounting; School Administration

This "fastback" outlines the steps to take in computerizing school administration. After an introduction that lists the potential benefits of microcomputers in administrative offices, the booklet begins by delineating a three-step process for establishing an administrative computer system: (1) creating a district-level committee of administrators, counselors, librarians, special education teachers, at least one computer expert, and other end-users to identify school administrative functions best suited for computerization; (2) to locate appropriate computer software to accomplish the administrative tasks that have been identified; and (3) to select the hardware that will run the software that has been chosen. The second chapter, selecting software, discusses stand-alone versus integrated programs, disk operating systems, word processing, database management, spreadsheets, accounting, data analysis and graphics, and special applications. The third chapter, selecting hardware, discusses 8-bit machines, 16-bit machines, computer power, peripheral devices, and vendors. The final chapter addresses the problem of getting started and discusses consultants, establishing priorities, staff training, and the logistics of transferring to a computerized system. (TE)

Friedman, Douglas L.; And Others
Direct Observation of Classroom Quality for Learning: Reliability and Validity.
PUB DATE- Sep 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Classroom Observation Techniques; Classroom Research; *Educational Diagnosis; Elementary Education; *Mild Disabilities; Naturalistic Observation; Student Behavior; Test Reliability; Test Validity; *Time on Task

The study evaluated the reliability and validity of SCAN, a measurement technique for assessing class involvement in the learning process (classroom climate for learning). Concurrent validity was investigated by comparing SCAN ratings to a point-sampling of on-task performance behaviors. The Engaged Time Observation Instrument (ETOI) was used to record both individual student behaviors and SCAN data. Reliability of the SCAN was determined through comparison of the recordings of two independent observers. A total of 185 observations (mean length of time 41 minutes) was made of 94 regular class students (grades 2-6) from six elementary schools in two New York City school districts. Students included 39 without handicaps and 55 with mild learning problems who were receiving resource room services. Correlations of SCAN values with actual on-task behavior of the entire sample of individual students indicated a moderate relationship (.62) between measures. Expected differences in classroom atmosphere for learning between the two school districts were also reflected in the absolute values of the SCAN means, indicating that the technique can discriminate between environmental setting variables. It is concluded that SCAN is a useful technique for conducting observational assessments of children's behavior in relation to the quality of the classroom environment for learning. (JW)

ED 296 566 EC 210 336

Fitterman, L. Jeffrey
The Design of a Computer Table for the Physically Handicapped Student.

PUB DATE- Mar 88
NOTE- 59p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computers; *Design Requirements; *Furniture Design; *Physical Disabilities
IDENTIFIERS- *Computer Tables

The paper describes the development of a computer table for physically handicapped students including persons with moderate to severe cerebral palsy, muscular dystrophy, uncontrolled epilepsy, and paralysis due to physical trauma. The project first reviewed furniture currently available for the physically handicapped and then conducted ergonomic research concerning the design of a computer table for the target population. Also considered were the types of wheel chairs (Amigo, manual driven, electric motor driven) and the physical characteristics of each chair in terms of door clearance, wheel height, arm rest clearance, etc. A pilot study was conducted during a summer school computer literacy class for the physically handicapped to determine the physical access problems encountered by the students and teachers. The final design of the table incorporated the previous research. The paper includes shop drawings, specifications, and design criteria at each decision point. The resulting design is defended in light of the systematically identified criteria. Appendixes provide data on tools needed for production, wood materials needed, hardware needed, and costs of hardware and materials (total cost $289.74). (Author/DB)

ED 296 638 HE 021 502

Schlachter, Gail Ann

How To Find Out about Financial Aid. A Guide to Over 700 Directories, Listing Scholarships, Fellowships, Loans, Grants, Awards, Internships.

REPORT NO.- ISBN-0-918276-05-5
PUB DATE- 87
NOTE- 334p.
AVAILABLE FROM- Reference Service Press, 10 Twin Dolphin Drive, Suite B-308, Redwood City, CA 94065 ($32.50).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Awards; *Databases; *Directories; Fellowships; Grants; Higher Education; Internship Programs; Online Searching; *Publishing Industry; Scholarship Funds; Scholarships; *Student Financial Aid; Student Loan Programs

More than 700 print and online financial aid directories issued since 1980 are listed, described and evaluated in this guide. Listings are divided into the following major headings: scholarships, fellowships, grants, awards and prizes, loans, internships, and databases and search services. Within each heading, general listings are provided according to geographic location, and other listings are grouped according to discipline (within categories for social sciences, humanities and sciences) or special population groups (e.g., disabled, ethnic groups, foreign students, military personnel and veterans, reentry students, and women). Listings provide complete bibliographic information, publication histories, addresses and telephone numbers, and substantive annotations regarding the directory contents. An alphabetical list of publishers, with addresses and telephone numbers, is also provided, as are name, title, geographic and subject indexes. (KM)

ED 296 651 HE 021 521

Duronio, Margaret; And Others
A Survey of Fund Raising Methods: Implications for Management.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Apr 88
NOTE- 70p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administration; Alumni; Corporate Support; Educational Finance; Endowment Funds; Financial Needs; *Financial Support; Foundation Programs; *Fund Raising; Higher Education; *Institutional Characteristics; Institutional Evaluation; National Surveys; Private Financial Support

IDENTIFIERS- *Funding Formulas

A year-long study to examine the relationships of higher education institutional characteristics, fund raising methods, and fund raising expenditures to voluntary support outcomes in institutions of higher education was undertaken. The initial results of the survey on college fund raising methods are presented, and a discussion of the implications for management of fund raising programs is provided. Research for this phase of the study looks at the basic features of fund raising programs in institutions of higher education and the difference in prevalence of certain features among private and public institutions and among institutions with high and low outcomes in voluntary support. Methodology is discussed with a focus on the public and private institutions included and the fund raising methods survey. Results are discussed in terms of: planning, goal-setting, and evaluation; donor programs (non-alumni gifts, and corporation and foundation gifts); differences among sets of institutions; duration of programs; administrative support systems; and ratings of programs. Results indicate that though some differences did occur between private and public institutions and between institutions with high and low outcomes in voluntary support, there are more common features than differentiating ones. Resulting messages to practitioners and managers in fund raising are (1) to expand and develop the institution's capacity to conduct systematic evaluation of the current fund raising programs, management procedures, and outcomes and (2) to challenge and seek to verify all assumptions made about the institution's limits regarding fund raising outcomes. Tables are included. (SM)

ED 296 777 PS 016 729

Horowitz, Frances Degen
Discussion of Papers Presented in the Symposium on Individual Differences in Infancy: Reliability, Stability and Prediction.
PUB DATE- Apr 87
NOTE- 8p.; For related document, see ED 288 620. Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention; *Conference Papers; *Individual Differences; *Infant Behavior; Infants; *Research Methodology; Test Reliability
IDENTIFIERS- *Process Measures; *State Variables (Psychology)

Discussed are methodological aspects of three symposium papers on process approaches to individual differences in infancy. Fagan's (1987) research is viewed as an important contribution to the growing literature that demonstrates that process measures, that is, information processing behaviors, may provide a useful reflection of early to later relationships. Other findings suggest that state characteristics could also be important. Some process measures, such as number of fixations, proportion of time off the stimulus, and shift rate, may be indirect gradations of state fluctuations during an attentional episode. The goal of studies of information processing behavior as an individual difference characteristic is to account for the variance of the developmental outcome phenomena. Of utmost importance are the specific task measures for the explicit description of process and the implications that may be derived from introducing the role of state. State variability and organization may be individual difference characteristics that will permit researchers to describe how infants manage and modulate attentional behavior. If reliability is influenced by state factors, then the addition of state measures or some characterization of individual differences in state organization and management may be an important source for increasing the amount of variance for which researchers can account. (RH)

ED 296 791   PS 017 442

Savas-Ulkuer, Nurper
Early Childhood Education in Turkish Gecekondu.
PUB DATE- 15 Jul 86
NOTE- 10p.; Paper presented at the World Congress Meeting of the World Organization for Early Childhood Education (OMEP) (18th, Jerusalem, Israel, July 13-17, 1986). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disadvantaged Youth; Early Childhood Education; Ecological Factors; Foreign Countries; *Intervention; Models; *Mothers; *Parent Education; Program Implementation; Rural to Urban Migration; Slums; *Underachievement
IDENTIFIERS- *Ecological Paradigm; *Turkey (Ankara)

A longitudinal research project was initiated in the spring of 1988 in Ankara, Turkey in selected gecekondu settlements. A gecekondu is a hastily constructed dwelling used to house newcomers to large cities. Gecekondu dwellers are predominantly disadvantaged, rural people who have migrated to the fringes of urban areas and whose children usually fail during the first 3 years of school. The research project was designed to implement an ecological early childhood educational model with groups of pregnant mothers and mothers of newborn infants. Previous research had identified reasons teachers and mothers gave for the underachievement of gecekondu children. In order to break the poverty cycle in gecekondus, provision of preschool education was proposed. Bronfenbrenner's (1974) ecological model of early childhood education seemed most suitable for the gecekondu. Sequential stages of the model involve: (1) provision of adequate housing and economic security before children are born; (2) preparation for parenthood by means of information about child care, nutrition, and health care; (3) facilitation of reciprocal interaction in child-parent relationships in day care centers for children 1-3 years old; (4) exposure of children of 4-6 years to a cognitively oriented preschool program and continuing parental intervention; and (5) assurance of parental support of children's educational activities during elementary school. (RH)

ED 296 846 RC 016 668

Bedeau, Jim; And Others
A Bibliography of Materials for and about Native American People.

PUB DATE- 87
NOTE- 13p.; Bibliography presented at the Annual Convention of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adolescent Literature; *American Indian Culture; *American Indian Education; American Indian History; *American Indian Literature; American Indians; American Indian Studies; Elementary Secondary Education; Legends
IDENTIFIERS- *Native Americans; Native American Studies

Ninety-eight books, including five coloring books; three filmstrip/cassette entries; eight pieces of software; seven recordings; and one play constitute this bibliography intended for Native American readers. Most of the printed material, published between 1963 and 1987, is intended for young readers and deals with Indian legends and culture. Some of the books are available as film strips/cassettes. Most of the software, though not specifically pertaining to Indian culture, is offered to assist early readers. Most entries are annotated. (TES)

ED 296 480 EA 020 190

Kanpol, Barry
The Hidden Curriculum as Emancipatory and Non-Emancipatory Tools.
PUB DATE- Apr 88
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Contains some faint and broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Hidden Curriculum; *Moral Values; School Policy; School Surveys; *Social Attitudes; *Social Values; Teacher Administrator Relationship; *Teacher Attitudes

Moral values implied in school practices and policies constitute the "hidden curriculum." Because the hidden curriculum may promote certain moral values to students, teachers are partially responsible for the moral education of students. A component of the hidden curriculum, institutional political resistance, concerns teacher opposition to organizational constraints and may involve the violation of official rules and curricular guidelines. Such resistance alone cannot result in mental "emancipation" or a socially critical mentality. Only questioning and reasoning can oppose the prevailing institutional values. The observation of four anonymous eighth-grade teachers at an urban middle school substantiates this claim. For instance, one of the teachers implied the ethic of pragmatism by using a third-grade level story rather than the official curricular text in a class containing a number of Cambodian refugees. This kind of resistance and the ethic it implied failed to emancipate students because the implied ethic supported conventional, institutional ideologies. On the other hand, cultural political resistance emancipates students, either consciously or unconsciously. One of the teachers consciously emancipated students by articulating her concerns about equality; another teacher unconsciously caused students to question their work assignments by demonstrating frustration and directing critical language toward the administration. However, these teachers mostly stressed institutional values rather than questioned these values. Included are 22 references. (RG)

ED 296 524 EC 210 292

Foster, Susan
The Impact and Outcome of Mainstreamed and Residential School Programs.
Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 87
NOTE- 29p.; A product of the Office for Postsecondary Career Studies and Institutional Research.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; *Deafness; *Educational Experience; Educational Quality; *Hearing Impairments; Higher Education; Interviews; *Mainstreaming; Outcomes of Education; Partial Hearing; Program Effectiveness; *Residential Schools; School Choice; Social Adjustment; *Social Experience; Social Integration; Social Isolation; Student Attitudes; Student Experience
IDENTIFIERS- National Technical Institute for the Deaf

Twenty-five graduates of the National Technical Institute for the Deaf were interviewed concerning their mainstream and residential school experiences. Respondents had an average age of 27 at the time of the interviews. Topics of discussion included classroom experiences, social interactions with other students, and participation in extracurricular activities. The 12 mainstreamed students described obstacles to their academic success, strategies used to overcome those obstacles, and the impact of their efforts in terms of extensive time devoted to school work and feelings of social isolation. The 13 residential program students indicated that they were not entirely satisfied with the quality of the education they received, but seemed to enjoy a greater sense of participation, camaraderie, and interaction with peers than did respondents from the mainstream. In general, the selection of one program over another involved "trading" academic opportunity for social growth. In addition, both mainstream and residential schools played a critical role in implementing a "hidden curriculum" in which students learn about what it means to be deaf in a hearing world. (JDD)

ED 296 552 EC 210 321

Statewide Exceptional Children Forms: Required for Initial Referrals, Annual Reviews or Reevaluations Including Handbook on Parent's Rights .

North Carolina State Dept. of Public Education, Raleigh.

PUB DATE- Apr 88
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ability Identification; Behavior Disorders; *Disabilities; *Educational Diagnosis; Elementary Secondary Education; Emotional Disturbances; *Gifted; Handicap Identification; Individualized Education Programs; Learning Disabilities; Parent Rights; Pregnant Students; *Records (Forms); Referral; Screening Tests; *Student Evaluation; *Student Placement
IDENTIFIERS- *North Carolina State Department Public Instruction; Parental Consent for Minors

Sample forms and form completion instructions are provided for the referral, initial placement, annual review, and reevaluation of exceptional children. The forms were developed for use by North Carolina local educational agencies. The forms encompass the exceptionalities of academically gifted, specific learning disabled, behaviorally-emotionally handicapped, pregnant school girls, and other categories. Specific forms focus on: screening, parental notification of screening procedures, referral, parental consent for evaluation, required screening and evaluation procedures prior to placement, summary of evaluation results, multidisciplinary team report, eligibility criteria for behaviorally-emotionally handicapped, individualized education program/service delivery plan, group education program for academically gifted, written education program for pregnant school girls, recommendation/approval for placement, prior notice and consent for initial placement, and prior notice for reevaluation. A "Handbook of Parents' Rights," which accompanies the form for parental consent for evaluation, covers legal requirements, referral and evaluation procedures, individualized education programs, related services, least restrictive environment, access to student records, confidentiality, mediation, due process, and other topics. (JDD)

Twyford, Charles William
Age-Related Factors in Second Language Acquisition.
National Clearinghouse for Bilingual Education, Wheaton, MD.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 87
NOTE- 6p.; In: New Focus, NCBE Occasional Papers in Bilingual Education Number 2, Winter 1987/1988. For a related paper, see FL 017 460.
CONTRACT- 300860069
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Learning; Affective Behavior; *Age Differences; *Cognitive Development; Cultural Context; *Learning Readiness; Psycholinguistics; *Second Language Learning; Sociocultural Patterns; Sociolinguistics; *Student Attitudes

The convergence of several lines of psycholinguistic and sociolinguistic research suggests possible explanations for age-related influences on language acquisition. These factors, which include cognitive development, sociocultural context, affective factors, and language input, can be helpful to language educators. By being alert to the cognitive variables active in children entering the classroom, educators can base instruction on what the individual learners are ready to accomplish. The experiences that a child has with language at home and in the community may influence later success in school and may be age-related. Mastery of different kinds of language use, or elaborated code, facilitates both language acquisition and academic achievement in general. Affective factors such as motivation, anxiety, self-confidence, and other individual characteristics are seen by some as partially responsible for the differences between adult and child language acquisition. Finally, the nature of language samples presented to the learner as input for the acquisition process is a significant, age-related factor, since older learners receive less simplified input than do children and must develop skills in gaining needed linguistic information. Teachers following research in these areas are more likely to devise language teaching systems sensitive to the needs and potential of individual learners. (MSE)

ED 296 596   FL 017 505

Caflisch, Jacob
Subject from a Forest: Linguists as Contractors.
PUB DATE- Jun 87
NOTE- 15p.; Paper presented at the Annual Meeting of the University of Southern Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching (7th, Tampa, FL, June 19-20, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *English (Second Language); *Grammar; Logical Thinking; *Questioning Techniques; Second Language Instruction; *Sentence Structure

In their efforts to understand the grammar of English as a second language, students often confuse the two roles that grammatical elements play: form and function. A classroom technique for helping students distinguish between the two is to create playful analogies for specific structures, in which students must use reasoning to determine the form appropriate to the intended function of the structure. This is accomplished through a series of questions directed at isolating grammatical elements in a given sentence and clarifying their place within the sentence syntax. (MSE)

ED 296 612 FL 017 539

Lowe, Pardee, Jr., Ed.; Stansfield, Charles W., Ed.
Second Language Proficiency Assessment: Current Issues. Language in Education: Theory and Practice, No. 70.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-13-798398-0
PUB DATE- 88
NOTE- 207p.
CONTRACT- 400-86-0019
AVAILABLE FROM- Prentice-Hall, Inc., Book Distribution Center, Route 59 at Brook Hill Dr., West Nyack, NY 10994.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational History; Evaluation Criteria; *Language Proficiency; *Language Tests; *Reading Skills; Research Needs; *Second Languages; Test Theory; *Uncommonly Taught Languages; *Writing Skills

A collection of essays on current issues in the field of second language proficiency assessment includes: "The Unassimilated History" (Pardee Lowe, Jr.), which chronicles the development of proficiency testing; "A Research Agenda" (John L. D. Clark and John Lett), a discussion of research considerations and needs in proficiency testing; "Issues Concerning the Less Commonly Taught Languages" (Irene Thompson, Richard T. Thompson, and David Hiple), which examines the relevance and appropriateness of proficiency testing theory and practice for less commonly taught languages; "Issues in Reading Proficiency Assessment", including "A Framework for Discussion" (Jim Child) and "Interpretations and Misinterpretations" (June K. Phillips), discussions of proficiency testing in the government and academic contexts; and "Issues in Writing Proficiency Assessment," including "The Government Scale" (Martha Herzog) and "The Academic Context" (Anne Katz), which look at an unexplored area in proficiency testing. (MSE)

ED 296 625 HE 021 411

Greene, Madeleine F., Ed.
Leaders for a New Era: Strategies for Higher Education. American Council on Education/Macmillan Series on Higher Education.

SPONS. AGENCY- American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-912470-0
PUB DATE- 88
NOTE- 269p.
AVAILABLE FROM- Macmillan Publishing, 866 Third Avenue, New York, NY 10022 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Career Ladders; Change Strategies; College Administration; College Faculty; Department Heads; Females; Futures (of Society); *Higher Education; *Leadership; Minority Groups; Models; Personnel Selection; Professional Development

Conventional wisdom on the nature of leadership in higher education is challenged in this collection of 12 essays. They are divided into three sections: (1) The Context; (2) New Leaders and New Models; and (3) Strategies and Resources. Chapters and authors include: "Leaders and Their Development" (Madeleine F. Green); "Toward a New Leadership Model" (M. F. Green); "Department Chairs: Leadership in the Trenches" (John B. Bennett); "In Support of Faculty Leadership: An Administrator's Perspective" (Patricia R. Plante); "Developing Faculty Leadership: A Faculty Perspective" (Rose-Marie Oster); "Women as Leaders" (Donna Shavlik and Judith G. Touchton); "Strategies for Developing Minority Leadership" (Reginald Wilson and Sarah E. Melendez); "Building Leadership Teams" (John J. Gardiner); "Administrative Careers: Multiple Pathways to Leadership Positions" (Kathryn M. Moore); "Selecting Campus Leaders" (M. F. Green); "Professional Development Programs: Options for Administrators" (Jack H. Schuster); and "Leadership Development: A Participant's Perspective" (Daniel H. Perlman). Each chapter contains references. An "action agenda" is presented in the concluding chapter. (LB)

ED 296 707 IR 013 390

Hill, Christopher T.
Japanese Technical Information: Opportunities To Improve U.S. Access.
Library of Congress, Washington, D.C. Congressional Research Service.
REPORT NO.- CRS-87-818-S
PUB DATE- 13 Oct 87
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Developed Nations; Federal Government; *Foreign Countries; *Government Role; Information Needs; Policy Formation; *Scientific and Technical Information; *Technology Transfer
IDENTIFIERS- *Japan; United States

This report develops a conceptual framework for considering policy options to improve access to Japanese and other foreign scientific and technical information. The rationales for and against a role for the federal government in accessing foreign technical information are detailed, and the stages in the process of information access are described. Program options for federal government action are presented, the costs of such access-enhancing policy options are considered, and recommendations for Congressional action are made. (EW)

ED 296 721 IR 013 407

Hannaford, Marion E.
Teacher Attitudes toward Computer Use in the Classroom.
PUB DATE- Mar 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Pacific Northwest Research and Evaluation Conference of the Washington Educational Research Association (Seattle, WA, March 24-25, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Correlation; Education Majors; Elementary Secondary Education; Hypothesis Testing; Scheduling; *Teacher Attitudes; Teacher Characteristics

This study of factors that block computer implementation in classrooms tested four hypotheses about the attitudes of preservice and inservice teachers toward scheduling arrangements and instructional use of computers in their classrooms. A semantic differential survey instrument was used to measure the attitudes of 36 Washington State University graduate students, who were surveyed as a sample of inservice teachers, and 37 undergraduate students, who served as a preservice sample. Demographic factors examined included years of teaching experience, previous involvement with computers, and whether the teachers were (or intended to be) subject specialists or classroom teachers. Analyses of the data indicated that both inservice and preservice teachers have positive attitudes toward the computer as a classroom tool and toward the logistics of classroom use of computers. In both cases, however, the attitudes of preservice teachers were found to be more positive than those of inservice teachers. The data provided support for three of the four hypotheses. A copy of the questionnaire is appended. (8 references) (MES)

ED 296 749   JC 880 295

Seppanen, Loretta
Current Student Survey, Winter 1988. Washington Community Colleges

Summary of Survey of Students in State-Supported Vocational and Academic Courses at Nine Representative Colleges (Adult Basic Education ABE and English as a Second Language ESL Students Excluded).

Washington State Board for Community Coll. Education, Olympia. Div. for Information Services, Research & Evaluation.

PUB DATE- Apr 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Education; Community Colleges; Education Work Relationship; Employment Patterns; *Family Characteristics; Nontraditional Students; Questionnaires; State Surveys; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Washington

In winter 1988, surveys were conducted at nine Washington community colleges to develop a profile of students in terms of employment status, educational objectives, family background, and prior educational attainment. Questionnaires were administered to 4,669 Washington community college students enrolled in state-supported academic and vocational courses. Study findings, extrapolated to the 121,100 students currently enrolled in such courses at Washington's 27 community colleges, indicate the following: (1) about 46,000 "place-bound" adults (i.e., those with full-time family or job responsibilities in addition to their college course work) enroll in academic and vocational courses each quarter, making up 35% to 41% of the total state enrollment; (2) most community college students are employed, with nearly one-third working full time; (3) most community college students say their courses provide them with skills related to their current or future work, and nearly 80% see a direct relationship between their coursework and their jobs; (4) 62% to 68% of the students pay the entire cost of their education without the benefit of financial aid, loans, or scholarships; (5) of the nearly 20,000 students who enroll without a high school diploma or equivalent, half are enrolled in Adult Basic Education and English as a Second Language and half in academic and vocational classes; and (6) about 48,500 students enroll each fall quarter to prepare for transfer to four-year institutions. The survey report includes profiles of seven student types: students with family incomes below the poverty level, transfer students, re-entry homemakers, single parents, students not completing high school before college, unemployed students, and life-long learners. The survey instrument is appended. (MDB)

ED 296 831 RC 016 643

Reeder, Richard J.
Rural and Urban Government Fiscal Trends, 1977-82.
Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.
REPORT NO.- AGES-880210
PUB DATE- May 88
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgets; Educational Finance; *Finance Reform; *Financial Policy; Financial Problems; Fiscal Capacity; *Local Government; Public Policy; *Rural Urban Differences; *Tax Effort; *Trend Analysis
IDENTIFIERS- Financial Indicators; *Fiscal Response

This report examines trends in local government revenues, expenditures and debt from 1977-82. During the period, local governments were subject to cuts in federal aid, severe economic recession and restrictions on revenues and spending, necessitating a fiscal response. Spending reductions were common, especially in big cities. Rural governments were characterized more by tax and spending increases. While most urban and rural areas were able to reduce property tax burdens by offsetting increases in non-tax revenues, only big cities were able to reduce significantly the overall fiscal burdens for their residents. Real spending reductions were mostly in education. While student enrollment declined 10% during the period, the number of teachers dropped only 1%. Reduced school construction and lower real teachers' salaries were factors, especially in big cities. In rural areas, local governments rapidly increased their real current spending, apparently to meet higher costs for utilities and health services. Because incomes did not grow as fast as spending, more revenue efforts were required, increasing fiscal stress on taxpayers. Governments in totally rural areas benefited from fiscal capacity growth and increased state aid, allowing them to reduce local government fiscal pressure on taxpayers. Revenue efforts have been rising in rural areas relative to urban areas and revenue efforts in totally rural areas now exceed those of large central cities. If these trends continue, the economic development potential of rural areas may be threatened. (Numerous tables and figures and 28 references are included.) (TES)

ED 296 494 EC 210 258

Cooley's Anemia: A Psychosocial Directory.
National Center for Education in Maternal and Child Health, Washington, DC.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Sep 86
NOTE- 61p.
AVAILABLE FROM- National Center for Education in Maternal and Child Health, 38th and R Streets, N.W., Washington, DC 20057.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Advocacy; *Anemia; Civil Rights; *Congenital Impairments; *Diseases; Educational Needs; Employment; Financial Support; Genetics; Housing; Medical Services; Needs; Resources; *Special Health Problems; Taxes; Transportation
IDENTIFIERS- *Cooleys Anemia

The directory is intended to aid patients and their families who are coping with the genetic disorder of Cooley's anemia. A brief review of the disease covers background, genetics, symptoms, effect on the patient, treatment, and current research. The next section looks at psychosocial needs at various times (time of diagnosis, infancy and toddler years, preschool years, school years, adolescence, and young adulthood). The next section describes resources in the following areas: medical care and management, genetic services, self-help and advocacy groups, education, employment, financial assistance, medical assistance, transportation, civil rights/legal assistance, tax benefits, and housing. Over half the document consists of appendixes including listings of: state genetic service coordinators, selected self-help and advocacy groups, state directors of maternal and child health and crippled children's services, state protection and advocacy programs. Also included are a selected reading list of 14 items and a glossary of 15 related terms. (DB)

ED 296 510 EC 210 275

Questions about Driver Education and Handicapped Students.

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

PUB DATE- Jan 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Driver Education; Eligibility; High Schools; Individualized Education Programs; Medical Evaluation; *Parent Role; Pupil Personnel Services; State Programs; State Standards; Transportation
IDENTIFIERS- *North Carolina

Presented in question answer format, the paper answers concerns about driver education and handicapped students in North Carolina. The following questions are addressed: What is the procedure for enrolling handicapped students in driver education? How are parents involved in making decisions about driver education for their handicapped child? What information should be included in the IEP (Individualized Education Program) related to driver education? Are there benefits for a handicapped student in enrolling in the classroom portion of driver education if the student will not be approved for behind-the-wheel instruction? At what grade level should information related to driver education be incorporated into the curriculum? What areas should be evaluated in the process of determining student eligibility for driver education? In which situations is a medical evaluation required for exceptional students to take driver education? Who is responsible for coordinating information from special education, driver education, related services and student services? What are the possible classroom and test modifications for handicapped students? How can driver education vehicles be modified? What resources are available to driver education teachers working with handicapped students? Who provides and pays for the transportation of handicapped students when driver education is scheduled after school hours? (DB)

ED 296 539 EC 210 308

Pokalo, Mariann; Hyman, Irwin A.

Institutional Caregivers' Attitudes toward Severity of Punishment.

PUB DATE- Mar 87
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Caregivers; *Institutional Personnel; Modeling (Psychology); Negative Reinforcement; Paraprofessional Personnel; Professional Personnel; *Punishment; Questionnaires; *Severe Mental Retardation

Caregivers and professional staff (N=223) in two institutions for severely mentally retarded individuals of all ages were administered the Critical Behavioral Incidents Questionnaire. They rated 44 common misbehaviors that occur in institutional settings in the following areas: (1) how often the misbehavior occurred; (2) perceived seriousness by respondent; (3) perceived seriousness by the institution; (4) how severely the misbehavior should be punished. Punishment was defined in broad, generic terms as acts or omissions which the caregiver considers must be used to control misbehaviors. A demographic information questionnaire was also administered, based on research which related certain demographic variables to attitudes toward the use of physical force in institutional settings, as well as research on modeling theory. The punishment score was used as the criterion variable and the demographic information as predictor variables in a stepwise multiple regression. Results suggested that the individual's experience with punishment as a child, specifically the frequency of punishment experienced within the home, influenced attitudes toward its use in adulthood. Effects of modeling were considered to be a useful framework for understanding punitive attitudes of caregivers and professionals in institutional settings. (Seventeen references and four tables are provided.) (JW)

ED 296 665 HE 021 537

Chaney, Bradford W.; Farris, Elizabeth
Policies and Procedures Concerning Illegal Drug Use by Students. Higher Education Surveys Report, Survey Number 4.
Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- Dec 87
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Standards; *College Students; Higher Education; *Illegal Drug Use; Policy Formation; Questionnaires; *School Policy; School Surveys

Procedures concerning illegal drug use by college students were investigated at 546 colleges and universities in the fall 1986 Higher Education Survey. Seventy-three percent of the institutions had a written policy on illegal drug use by students, and more than half of them established or revised their policy within the last 5 years. Three-fourths of higher education institutions do not have an explicit, written policy on the use of illegal drugs by faculty and staff. Additional findings include: 43% of the institutions with policies on student use of illegal drugs distinguish in their policies between use/possession and sale/distribution; only 10% of institutions have surveyed their students to estimate the extent of illegal drug use, although 26% plan such a survey; an estimated 55% of institutions have enforced sanctions against student illegal drug use (including counseling, suspension, expulsion, and referral to police); 43% of colleges have a drug prevention program; 10% of higher education institutions now have drug testing program; half of institutions with on-campus housing conduct student room searchers for drugs; and 14% of institutions have on-campus drug abuse treatment programs. The survey questionnaire and technical notes are appended. (SW)

ED 296 680 HE 021 583

Caliguri, Joseph P.; Krueger, Jack P.
A Selective Bibliography Update on Women in Administration.
PUB DATE- 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Administrator Characteristics; *Administrators; Annotated Bibliographies; Career Ladders; *College Administration; Comparative Analysis; *Educational Administration; Elementary Secondary Education; Equal Opportunities (Jobs); *Females; Higher Education; Job Satisfaction; Leadership Styles; Males; Sex Role; Stereotypes; Womens Studies
IDENTIFIERS- *Women Administrators

An annotated bibliography is presented for educational administration students interested in equity issues for women pursuing administrative careers. The bibliography focuses primarily on schools and higher education. Comparative studies of men and women in terms of leadership, philosophy, personality, and other variables are included. Issues of race, gender, and class are posed about higher education programs, women's studies departments, training opportunities, and barriers and strategies identified. Issues in foreign countries and the field of nursing are also covered. The 43 works that are included were identified through a computer search conducted in January 1988 of the ERIC, Psychological Abstracts, and Dissertation Abstracts databases. The works included in the bibliography cover the years 1972-1987. (SW)

ED 296 694   HE 021 901

Cope, Robert G.
Opportunity from Strength: Strategic Planning Clarified with Case Examples. ASHE-ERIC Higher Education Report No. 8, 1987.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-43-8
PUB DATE- 87
NOTE- 149p.
CONTRACT- 400-86-0017
AVAILABLE FROM- Association for the Study of Higher Education, Dept. E, One Dupont Circle, Suite 630, Washington, DC ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Annotated Bibliographies; *Case Studies; Change Strategies; *College Administration; *College Planning; Community Colleges; Community Influence; Decision Making; Economic Factors; Higher Education; Influences; Leadership; Models; Political Influences; Private Colleges; State Universities
IDENTIFIERS- Environmental Scanning; *Strategic Planning

Appropriate and inappropriate uses of the strategic planning concept are identified, and significant literature on the subject is reviewed that gives both conceptual and practical guidelines. Included is a series of very simple to more complex planning models that colleges and universities can adopt or modify, depending on their circumstances, to plan strategically. The use of various strategic planning models is illustrated with case examples from 11 institutions, including Iowa State University, Millikin University, the University of Minnesota, Bradley University, San Diego State University, and Edmonds Community College. External environment and leadership issues are addressed, including the concepts of positioning and "satisficing." Devices for environmental scanning are reviewed, followed by discussions of information in context and the historical-intellectual origins of the strategic concept. The first half of this report is written largely for the administrator, using the case examples, and the second half is written for the serious student of the strategic concept. This document contains approximately 170 references, most of which are annotated. (LB)

ED 296 735 IR 052 399

Yankelovich, Nicole
Intermedia: A System for Linking Multimedia Documents. IRIS Technical Report 86-2.
Brown Univ., Providence, RI. Inst. for Research in Information and Scholarship.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliographic Coupling; *Computer Assisted Instruction; Computer Graphics; *Computer System Design; Higher Education; *Information Retrieval; *Man Machine Systems; *Multimedia Instruction; Word Processing
IDENTIFIERS- *Hypermedia

"Intermedia" is a hypermedia system which was developed for use in university research and teaching. It provides a framework for object-oriented, direct manipulation editors and applications, and the capability to link together materials created with those applications. Instructors are able to construct exploratory environments for their students as well as use applications for their day-to-day work, research, and writing. This paper provides a discussion of hypermedia systems in general, as well as a description of the Intermedia system which focuses on several important user features, and illustrates the operation of the system through a sample session. The text is supplemented by 15 figures. (19 references) (Author/EW)

ED 296 763 JC 880 322

Belcher, Marcia J.
Success of Students Who Begin College by Enrolling in English as a Second Language. Research Report No. 88-09.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Apr 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Community Colleges; *English (Second Language); Followup Studies; *Limited English Speaking; Student Characteristics; Two Year Colleges; *Two Year College Students

A study of the English as a Second Language (ESL) program at Miami-Dade Community College (MDCC) was conducted, which compared the demographics of ESL and non-ESL students, measured the success of ESL students in learning English and achieving other academic goals, and examined the relationship between initial enrollment in ESL and satisfactorily completing the program, passing the communications portion of a basic skills assessment test, and success/persistence in college. The study sample included all students who enrolled at MDCC for the first time in fall 1983 with the intention of obtaining an associate degree (N=6,993). Any student who had earned or attempted one or more credits in an ESL course (N=884) were assigned to the ESL group. Study findings included the following: (1) about 1 in 8 of the total group of first-time enrollees earned a high school diploma from a foreign high school, including 65% of the ESL group and 6% of the non-ESL group; (2) 52% of the new enrollees were Hispanic and 17% were Black, while in the ESL group, 82% were Hispanic and 11% were Black; (3) ESL students tended to be older than their counterparts (27.6 vs. 20.4 years); (4) compared to the non-ESL students, ESL students were more likely to have left MDCC after 4 years and less likely to have graduated; (5) 16% of the ESL enrollees finished the fourth level of the program with satisfactory grades; and (6) less than 30% of the original ESL group passed the reading and writing portions of the basic skills assessment test. (EJV)

ED 296 806 PS 017 471

Prawat, Richard S.; Anderson, Ariel L. H.
Eight Teachers' Control Orientations and Their Students' Problem-Solving Ability. Research Series No. 188.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.; Michigan State Univ., East Lansing.
PUB DATE- May 88
NOTE- 31p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (Research Series No. 188, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Rearing; Classroom Research; Elementary Education; *Elementary School Students; Grade 3; Grade 4; *Interpersonal Competence; Models; Parenting Skills; *Personal Autonomy; *Problem Solving; *Socialization; Student Role; *Teacher Behavior
IDENTIFIERS- *Task Characteristics

An interview of 64 students in eight 3rd- and 4th-grade classrooms and an assessment of their teachers' control orientation were conducted for the purpose of testing the hypothesis that students of autonomy-granting teachers are better means-ends thinkers than those of controlling teachers. Dimensions of students' classroom socialization of particular interest were task demands and interpersonal competence. Aspects of the task demands dimension included following directions and monitoring one's comprehension. The interpersonal dimension included outcomes such as sharing and being helpful. Student competence was assessed with a modified version of Shure and Spivak's (1972) means-ends problem-solving measure. Teacher control orientation, the dependent variable, was assessed with an instrument that reflected the extent to which teachers preferred to be controlling or autonomy-granting with students. Results indicated that students' problem-solving ability in the task demands domain was related to teacher control orientation in a way that was consistent with the literature on effective parenting. Results favored an "information internalization" model of classroom socialization. In regards to teacher control orientation, it was concluded that it is unrealistic to expect that one best approach to teaching exists. (RH)

Swift, Doug
Preparing Rural Students for an Urban Environment. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-88-08
PUB DATE- Mar 88
NOTE- 16p.; For a related document, see ED 270 243. Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
CONTRACT- 400-86-0024
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adjustment (to Environment); *Budgeting; Entrepreneurship; Higher Education; Individual Characteristics; *Job Search Methods; *Rural to Urban Migration; Rural Urban Differences; *Rural Youth; Secondary Education; *Urban Environment
IDENTIFIERS- ERIC Digests

Continued, substantial migration of rural students to urban areas for work or further education can be expected, and preparing students for the move from rural to metropolitan areas is an important responsibility for educators. The differences between rural and metropolitan areas are significant, and appropriate preparatory activities in high school can ease the transition. Personal characteristics and values play a big part in a person's ability to adjust to a dramatically different environment. Inventories of personality traits, values, lifestyle, and family orientation can be developed individually, in classroom groups and in discussion with family and friends. Activities to increase assertiveness and to adopt language habits and personal mannerisms appropriate to the city are important in the preparation process. Assessment of skills, abilities, interests, and previous work experience--as well as completing application forms, writing letters of interest and resumes, and learning about appropriate dress and grooming--will greatly improve the probability of finding a job well suited to the individual. Preparation for adjusting to an urban lifestyle, urban higher education, and realistic budgeting are also important. Rural entrepreneurship may be an option if a move to the city is not desired. (JMM)

ED 296 467 EA 020 135

Hawkins, Mable T., Ed.

Achieving Educational Excellence for Children at Risk. Selected Papers from the NASW National School Social Work Conference, "Educational Excellence in Transitional Times" (3rd, New Orleans, Louisiana, January 31-February 3, 1985).

National Association of Social Workers, Silver Spring, MD.
REPORT NO.- ISBN-0-87101-143-3
PUB DATE- 86
NOTE- 162p.
AVAILABLE FROM- Publications, National Association of Social Workers, Inc., 7981 Eastern Avenue., Silver Spring, MD.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Disabilities; *Educational Needs; Elementary Secondary Education; *Exceptional Persons; Gifted; Grouping (Instructional Purposes); *High Risk Persons; Mainstreaming; Parent Counseling; Rehabilitation; *Special Education; *Special Programs; Special Schools; Suicide; Summer Programs; Truancy
IDENTIFIERS- Project ALIVE

This book consists of selected conference papers that highlight the barriers faced by children at risk in the quest for educational excellence. After an introduction by Mable T. Hawkins, the following articles appear: (1) "Group Work with Gifted Children: A School Resource," by Jackolyn W. Durrett and others; (2) "Children with Handicaps: Transition from Preschool to School Programs," by Elizabeth Floyd Gerlock; (3) "Forming Partnerships with Families of Handicapped Children," by Donna S. Swall and Forrest L. Swall; (4) "Chronic Sorrow: Plight of Parents with Special Children," by Marie Rothschild; (5) "A Support System for Parents with Learning-Disabled Children," by Harry K. Dillard and others; (6) "From Hospital or Home to School: A Team Approach," by Marilyn Sargon Brier; (7) "Benefits of Early Intervention to Prevent Truancy," by Renee Shai Levine; (8) "A Last Resort: Truancy Referrals to Juvenile Court," by Nancy Kramer Banchy; (9) "A Summer Employment Project for an Alternative School," by Don Bebee and others; (10) "Project ALIVE: A Primary Prevention Model for Adolescent Suicide," by Debra M. Meckley; (11) "Coping with the Ultimate Change: Death of a Family Member," by Janice Furman and Judith Pratt; (12) "Sharing the Secret: Reaching Children of Alcoholics," by Robin H. Aronow; (13) "Parent-Child Centers: A Preventive Service in a Multicultural Community," by Gregory Grande and Antonio Gambini; and (14) "Integration Is Not Enough," by Gayle Twilbeck Wykle. A list of the contributors is included. (TE)

ED 296 567 EC 210 337

Trailor, Colette B.; Huntley, Lois
Setting Up SHOP: A Program for Gifted/Learning Disabled Students.
Norwich Public Schools, CT.
PUB DATE- Mar 88
NOTE- 35p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Definitions; Demonstration Programs; *Gifted; Handicap Identification; Independent Study; *Intervention; *Learning Disabilities; Mentors; *Models; Program Descriptions; Secondary Education; Student Characteristics; Student Research; Talent Identification; Teaching Methods
IDENTIFIERS- *Enrichment Triad Model

The paper describes a Norwich, Connecticut, program for gifted learning disabled students. After a definition of giftedness, a chart lists characteristics of gifted/learning disabled students, and a brief discussion examines application of the Enrichment Triad Model of Joseph Renzulli to this population. Other program information pieces include a list of sample performance objectives, key characteristics of action information, a comparison of various intervention strategies, the mentorship model of the Norwich secondary program, alternative sources for gathering information, a management plan for individual and small group investigations, anecdotal vignettes of program achievements, the student product assessment form, program enrichment materials, a sample activity, and the parents' and teachers' program evaluation questionnaires. (DB)

ED 296 597 FL 017 506

Magrath, Douglas R.

A Topical Interactive Approach to Arabic.

PUB DATE- Jun 87
NOTE- 18p.; Paper presented at the Annual Meeting of the University of Southern Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching (7th, Tampa, FL, June 19-20, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Alphabets; *Arabic; Course Content; Instructional Materials; Language Skills; Second Language Instruction; *Skill Development; Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- *Natural Approach (Languages)

A curriculum model for teaching Arabic that closely follows the "Natural Approach" is outlined. The method stresses skill development through language use in a variety of realistic situations from the outset of the course. It differs from traditional approaches to Arabic instruction in its emphasis on the communication of meaningful messages rather than strict focus on grammar and translation. Sentence combining and problem solving within a specific context are preferred to repetition, drill, and rote memorization. Word-level decoding (sight words) and phonetic decoding are combined, using short, high-frequency words to teach the alphabet and written language. Computer-assisted exercises help students gain familiarity with the Arabic keyboard. The topical, interactive approach is found to be a useful way to teach formal written and spoken Arabic and to enhance communication skills. (MSE)

ED 296 639 HE 021 503

Reeher, Kenneth R.; Davis, Jerry S.

National Association of State Scholarship and Grant Programs. 18th Annual Survey Report, 1986-87 Academic Year.

National Association of State Scholarship and Grant Programs.

PUB DATE- Jan 87

NOTE- 223p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Administrative Policy; Black Students; College Students; Comparative Analysis; Eligibility; Graduate Students; *Grants; Higher Education; Hispanic Americans; Low Income Groups; Need Analysis (Student Financial Aid); Postsecondary Education; Private Colleges; Public Colleges; *Scholarships; State Agencies; *State Aid; *State Programs; Statistical Data; *Student Financial Aid; Surveys; Trend Analysis; Undergraduate Students

The members of the National Association of State Scholarship and Grant Programs (NASSGP) are surveyed annually to collect data on state and territory funded scholarship and grant programs to undergraduate and graduate students to attend public or private postsecondary institutions. The following are among the highlights reported in this year's survey: (1) aggregate need-based grants to undergraduates are expected to grow by 13%, from $1.234 billion to $1.399 billion; (2) only about half the states have seen their grant dollars grow at a greater rate than their recipients' costs; (3) percentages of aid recipients who are Black are declining precipitously, while percentages of Hispanic recipients are declining less rapidly; (4) as college costs continue to rise, more students are applying for state grant aid; and (5) some evidence indicates that grants are increasingly targeted to the lowest-income applicants. Data analyses are grouped under the following headings, each section consisting of a narrative followed by extensive tables of data: comparative program statistics, 1985-86 and 1986-87, and earlier years; program characteristics; policy issues and concerns; distribution of undergraduate need-based aid among student categories; and trends in need-based undergraduate aid dollar volumes by states. A listing of NASSGP officers and a directory of state grant agencies are appended. (KM)

ED 296 652 HE 021 522

Bogenschutz, Margaret M.; Sagaria, Mary Ann D.

Aspirations and Career Growth of Mid-Level Administrators in Higher Education.

PUB DATE- Apr 88

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; *Administrators; Career Change; Career Development; *Career Ladders; College Faculty; Educational Administration; *Employment Opportunities; Higher Education; *Occupational Mobility; Organizational Effectiveness

IDENTIFIERS- *Career Barriers; Career Patterns

A study examining the perceptions of career growth and aspirations of mid-level administrators in higher education was undertaken because, though there has been a large recent increase in the number and importance of mid-level administrators in higher education, the structure and nature of higher education organizations seem to constrain traditional career advancement opportunities for them. This is in part due to the few discernable career paths, the vague position hierarchy of status and prestige, the flat formal structure of the organization with few senior-level positions, and the non-tenure accruing nature of their positions. Also, many senior-level incumbents remain in those positions for several years. Limited research means it is not known whether the structural constraints of colleges and universities adversely affect mid-level administrators. The concerns behind this paper are: (1) the perceived career aspirations of mid-level administrators; (2) the motivating factors influencing their career decisions; and (3) the organizational factors they perceive as facilitating and inhibiting their career development. Following a discussion of conceptual organization, the methodology is described in terms of data source and sample, research approach, and data analysis and interpretation. Findings focus on career aspirations, planning style, field identity, experience, personal factors, career orientations, and perceptions of the organization. Results indicate that it is crucial to identify career orientations in order to understand perceptions of career growth, and that most participants find the work environment adequate or desirable. Organizational responsiveness may be the key to minimizing perceived barriers and creating renewed commitment and growth. Tables are included. Contains 18 references. (SM)

ED 296 708 IR 013 391

Sybouts, Ward, Ed.; Stevens, Dorothy Jo, Ed.
Proceedings of the National Videodisc Symposium for Education: A National Agenda (1st, Lincoln, Nebraska, November 12-14, 1986).
Nebraska Univ., Lincoln. Div. of Continuing Studies.
PUB DATE- 87
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; *Educational Planning; *Instructional Design; *Instructional Development; Instructional Innovation; *Interactive Video; Teacher Education; *Videodisks

This symposium was a working meeting to develop an agenda for future action in education regarding videodisc technology. Following an introduction, three major presentations are provided: "An Introduction to Videodisc Technology" (Ronald W. Nugent); "Videodisc Applications and Implications for Education" (Orbry Holden); and "Planning Videodiscs in the Little Red Schoolhouse" (Ward Sybouts). Individual presentations on the use of videodiscs and research on their development and applications are then presented in 17 papers, which address such issues as the development of videodisc instructional programs; teacher preservice and inservice education in videodisc instruction; current uses of videodisc technology in public schools; interactive videodisc instructional programs in elementary classrooms, high school science, and university settings; use of interactive video to teach employment interview skills; and frameworks for examining and evaluating videodisc programs in public schools. Concluding remarks by John Prasch are also provided, as well as recommendations for a National Agenda for the Implementation of Videodisc and Laser Technology in Education; a brief description of the Second Annual Videodisc Symposium for Educators--Implementation of the Agenda to be held in October 1987, for which no proceedings have been published; and a list of the 1986 symposium participants. The text is supplemented by tables and figures, and seven of the 20 presentations include bibliographic references. (EW)

ED 296 722 IR 013 408

Jennings, Gerald L.
Technology Education: In Pursuit of Technological Literacy.
PUB DATE- 16 Feb 88
NOTE- 6p.; Paper presented at the National Conference of the Association of Teacher Educators (San Diego, CA, February 16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Education Work Relationship; Elementary Secondary Education; Higher Education; *Industrial Arts; Teacher Education; *Technical Education; *Technological Literacy; *Vocational Education

This discussion of the need for and efforts to develop technological education in K-12 schools argues that the United States must achieve an acceptable level of technological literacy among its children if it is to maintain its competitive edge. Thus, technology is being suggested as an additional domain of knowledge (along with the sciences, humanities, and formal knowledge) in new models of curriculum theory. Technological education programs are now being developed out of, and replacing, long standing programs in industrial arts, with the emphasis in the elementary school on developing children's awareness of the presence of technology in their lives; in the middle school, on the exploration of different kinds of technology; and in the high school, on the choice of technical or vocational education as preparation for the work world. In addition, colleges and universities which prepare teachers for the practical arts must now revise their programs to introduce teacher candidates to technology education. (2 references) (EW)

ED 296 778 PS 017 245

Emlen, Arthur C.; Koren, Paul E.

Hard To Find and Difficult To Manage: The Effects of Child Care on the Workplace.

Portland State Univ., Oreg. Regional Research Inst. for Human Services.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Child Care Coordinating Council, Portland, OR.; Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.; Portland State Univ., Oreg.
PUB DATE- 84
NOTE- 12p.; A Report to Employers distributed at a forum on Child Care and Employee Productivity: The Workforce Partnership (Portland, OR, March 1, 1984).
AVAILABLE FROM- Regional Research Institute for Human Services, Portland State University, P.O. Box 751, Portland, OR 97207 ($1.50; $1.00 for quantity orders).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Surveys; *Day Care; Early Childhood Education; *Employed Parents; *Employee Attitudes; *Employer Supported Day Care; Employment Patterns; Family Income; Family Problems; Parent Attitudes; Policy Formation; Selection; *Stress Variables
IDENTIFIERS- *Absenteeism (Employee); *Oregon (Portland); Satisfaction

This study, which focused on effects of child care on the workplace, addressed several questions: (1) What kinds of child care arrangements do employed parents make, and why do they make them? (2) Are these parents having difficulty finding child care? (3) Does their ability to manage child care affect their absenteeism and stress? (4) What roles do occupation and personnel policies play in this issue? The study was based on a May 1983 survey of a workforce of 20,000 from 33 companies and agencies chosen to represent a broad cross section of industries, occupations, and income levels in the Portland, Oregon, area. Participants included large and small manufacturing concerns, hospitals, service industries, and retail concerns, as well as several public agencies. Of the 8,121 employees who responded to the survey, 54 percent were women, 44 percent had children under the age of 18, and 30 percent had children under the age of 12. Findings, which mainly concerned families with children under 12, indicated that child care is hard to find and difficult to manage. Family structure and ability to arrange child care have an impact on the workplace in the form of absenteeism and stress. Company policies and work requirements also affect families, and employee stress level and ability to be at work. General recommendations are offered to employers. (RH)

ED 296 792 PS 017 444

Kalkowski, Page
Communication in Cooperative Learning Groups.
PUB DATE- Apr 88
NOTE- 18p.; Document contains light, broken type. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classification; *Classroom Communication; Classroom Research; Classroom Techniques; Elementary Education; *Elementary School Students; *Group Dynamics; *Grouping (Instructional Purposes); Nonverbal Communication; Research Needs; Verbal Communication
IDENTIFIERS- *Cooperative Learning

This study explores aspects of the hypothesis that communication in cooperative learning groups mediates effects of cooperative learning. The study develops a taxonomy of the cooperative communications of groups of predominantly Anglo and Hispanic elementary school students attending a public school where teachers were being trained to implement the cooperative learning methodologies of "Finding Out/Descubrimiento" (FO/D) and "Learning Together" (LT). Cooperative group size ranged from two to six students. A total of 29 third- through sixth-grade groups in 7 different classes were observed. Three of the seven classes were engaged in FO/D science lessons; the other four followed the LT format. During each observation, 5 minutes were spent recording communication in each group, and 5 minutes were spent filling out a group evaluation form. Seven categories of communication were identified: (1) social/emotional; (2) procedural supply; (3) information supply; (4) noncategorizable; (5) information request; (6) procedural demand; and (7) procedural request. Discussion of findings focuses on social/emotional communication, supply and demand, informational versus procedural communication, and teacher/student communication. Extensive concluding discussion explores six questions derived from the hypothesis that different types of individual contributions have different values in the interdependent learning situation. (RH)

ED 296 847 RC 016 670

Clark-Lempers, Dania S.; Netusil, Anton
The Effects of Financial Stress on the Academic Achievement of Young Adolescents from Farm and Nonfarm Families.
PUB DATE- Apr 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Family School Relationship; Grade Point Average; Intermediate Grades; Junior High Schools; *Parent Student Relationship; *Rural Economics; *Rural Family; Sex Differences; Stress Variables
IDENTIFIERS- Depression (Economic 1929); Iowa Tests of Basic Skills; Network Models; Path Referenced Tests

Financial stress brought about by economic changes in farm communities affects the academic achievement of young adolescents. This effect is mediated by the social support of parents and degree of dissonance in young adolescents relationships with parents. Young adolescents, mothers, and fathers from 105 farm and nonfarm families participated in the study. The degree of financial hardship reported by the adolescents was positively related to their feelings of depression and to the degree of dissonance in their relationships with their parents. Their perceptions of financial hardship was negatively related to the amount of social support they felt from their parents, as well as to their school grade point average controlled for achievement before the farm crisis. Both mothers and fathers reported a significantly greater degree of financial hardship in their families than did their adolescent children, suggesting that they may be protecting their children from this hardship for as long as possible. When the data from the male and female adolescents are examined separately in path models, they indicate that it was primarily the father-son relationship that was affected by financial crisis. (Author/SKW)

ED 296 481 EA 020 195

Aronstein, Laurence W.; DeBenedictis, Kenneth L.

The Principal as a Leader of Curriculum Change: A Study of Exemplary School Administrators.

Massachusetts State Dept. of Education, Quincy. Commonwealth Leadership Academy.

PUB DATE- Mar 88

NOTE- 57p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Qualifications; *Administrator Role; *Curriculum Development; Elementary Secondary Education; *Leadership Qualities; Participative Decision Making; *Principals; School Surveys; Teacher Administrator Relationship; Teacher Attitudes; Teacher Participation

IDENTIFIERS- *Massachusetts

A study conducted in Massachusetts between October 1986 and May 1987 assessed the behaviors and skills principals exhibit when they make curricular revisions. Questionnaires were sent to all superintendents in Massachusetts, of which 48 were returned. From the information furnished by these questionnaires, 18 principals were selected for onsite visits and observations. Ultimately, only 14 of the principals were observed. Actual curriculum development meetings between principals and teachers were observed, followed by conferences with the principals. Four of the visits are detailed in this document. The four sites of the documented observations are a middle school with 480 students in a suburb west of Boston; a K-6 school in northeastern Massachusetts; a large city middle school with 730 students; and a middle school with 800 students in a middle class suburb. The principals could be observed to use two types of strategies; one strategy stressed curriculum development, and the other emphasized enabling actions. Principals may be trained to apply these skills and behaviors in a more systematic manner. More visits to principals to validate the study and staff development to train principals in employing the skills are recommended. (RG)

ED 296 525 EC 210 293

Foster, Susan; Elliot, Lisa
Alternatives in Mainstreaming: A "Range of Options" Model for the Postsecondary Hearing-Impaired Student.
Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Size; College Choice; College Programs; College Students; *College Transfer Students; *Deafness; Educational Experience; *Hearing Impairments; Higher Education; Interviews; *Mainstreaming; Models; Social Environment; *Special Programs; *Student Experience; Student Personnel Services; Teacher Effectiveness
IDENTIFIERS- *National Technical Institute for the Deaf

Twenty students were interviewed after transferring to the National Technical Institute for the Deaf (NTID) from colleges that offered no specialized programs for hearing-impaired students. The students reported that previous teachers were not aware of their learning needs, reading materials were difficult to comprehend, classes were too large and fast-paced, and support services were inadequate. Students chose NTID because of its wide range of educational programming in technical fields, its reputation for providing a good education, and the unique social environment with both hearing-impaired and hearing students. The students felt that NTID teachers understood the needs of deaf learners and that classes were small and slower-paced, focused more on applied rather than theoretical instruction, and used easier reading materials. Based on information from the interviews and supported by findings from other research, a postsecondary educational model is proposed that provides a continuum of educational opportunities, ranging from the "special" classroom to a totally mainstreamed environment with only basic communication supports required by the student. Elements highlighted in the model include teacher-student interaction and modified curricula, class size, support services, and the size of the hearing-impaired student body. (JDD)

ED 296 553 EC 210 322

Goldberg, Lorraine F.

A Program To Increase Early Elementary Teachers' Referring Behavior for All Eligible Special Education Students through Multimedia Inservice Training.

PUB DATE- 88
NOTE- 151p.; Ed.D. Practicum I Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Educational Diagnosis; Elementary Education; *Handicap Identification; *Inservice Teacher Education; Intervention; Psychological Services; *Referral; *School Psychologists; Student Placement; Teacher Effectiveness; *Teacher Role; Teaching Methods
IDENTIFIERS- *Early Intervention

This practicum project sought to increase teachers' awareness of handicapping conditions and of the role of support service personnel, and to encourage them to make more appropriate and more timely referrals of potential special education students. The project's goals were to enable teachers in two targeted elementary schools to: understand the role of the psychologist, understand the referral procedure for special education assessment, differentiate legally handicapped children from slow learners or problem children, and make appropriate referrals to the screening committee. The project used a guessing game to clarify the role of the school psychologist, simplified charts to visually map the referral process, cartoons to indicate distinguishing referral characteristics, a videotape showing problem behaviors, and sample screening forms. Results of a subsequent screening meeting showed that the quality and quantity of referrals were increased in both schools. However, the results of specific objectives, such as numbers of teachers making referrals and teachers' knowledge of the psychologist's role and the referral process, were somewhat equivocal. Thirteen appendices containing supporting material including the teacher questionnaire conclude this document. (JDD)

ED 296 582 FL 017 462

Garcia, Eugene E.
Effective Schooling for Language Minority Students. New Focus, NCBE Occasional Papers in Bilingual Education, No. 1.
National Clearinghouse for Bilingual Education, Wheaton, MD.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 87
NOTE- 13p.
CONTRACT- 300860069
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *English (Second Language); *Institutional Characteristics; *Instructional Effectiveness; Language Skills; *Limited English Speaking; Literacy Education; Minority Groups; Oral Language; *Program Design; Program Effectiveness; *School Effectiveness; Student Needs

Language minority students can be served effectively by schools that are organized to develop educational structures and processes that take into consideration both the broader attributes of effective schooling practices and the specific attributes relevant to language minority students. Effective classrooms exemplify instructional strategies that build on socialization factors in the population. In some cases, this instruction is characterized by student-to-student communication about academic material, building on culturally relevant interaction strategies and promoting higher-order linguistic and cognitive functioning. Specific effective programs reviewed in this paper include three Phonenix, Arizona elementary school curricula and the J. Calvin Lauderbach School program in Chula Vista, California. A serious body of literature addressing instructional practices, organization, and effects is emerging. (MSE)

Challenges for Continuing Higher Education Leadership: Corporate/Campus Collaboration.

National Univ. Continuing Education Association, Washington, DC.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 87
NOTE- 60p.
AVAILABLE FROM- National University Continuing Education Association, One Dupont Circle, Suite 420, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Continuing Education; *Cooperative Programs; Early Retirement; Higher Education; *Lifelong Learning; Models; Older Adults; *School Business Relationship; Technological Advancement
IDENTIFIERS- Colorado State University; National Technological University; *Partnerships in Education; University of California San Diego; University of Illinois

Ways that business and colleges can work together to promote continuing higher education and collaboration models are described in articles based on a forum sponsored by the National University Continuing Education Association's Continuing Higher Education Leadership Project. The perspectives of industry and higher education are covered, along with the topics of lifelong learning and early retirement. Article titles and authors are as follows: "High Tech Industries: Staying on the Technological Forefront through Reducation: Implications for Academica" (Terry L. Gildea, Hewlett Packard); "The Corporation and the Campus: Developing New Partnerships" (Robert DeSio); "Quality and Accountability: The Foundations of Collaboration" (Jack Bowsher); "New Roles for Continuing Higher Education" (Mary Walshok); "Toward a New Approach to Collaboration" (Philip Nowlen); "Demographic Challenges for Collaboration" (Allan Ostar); "Effective Education, Technology, and Teaching" (Theodore Bickart); "Knowledge Maintenance for the Professional" (Michael Danchak); "The Limits of Technology" (Leon Botstein); "Early Retirement: Implications for Higher Education" (Dale Hiestand); "The Economic Costs of Early Retirement" (George Anderson); "Retirees as Students" (Letitia Chamberlain); and "Second Careers" (Art Pumo). The following programs are described: Pennsylvania Technical Assistance Program, Colorado State University/Hewlett Packard Software Retraining Program, National Technological University, University of California-San Diego Executive Program for Scientists and Engineers, and University of Illinois-Motorola Masters Program. (SW)

ED 296 626 HE 021 412

Ehrle, Elwood B.; Bennett, John B.
Managing the Academic Enterprise: Case Studies for Deans and Provosts. American Council on Education/Macmillan Series on Higher Education.
SPONS. AGENCY- American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-902640-7
PUB DATE- 88

NOTE- 220p.
AVAILABLE FROM- Macmillan Publishing, 866 Third Avenue, New York, NY 10022 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Administrator Role; Case Studies; Change Strategies; *College Administration; College Faculty; College Presidents; College Students; *Deans; Department Heads; Departments; Higher Education; Interprofessional Relationship; Office Management; Personnel Management; *Problem Solving
IDENTIFIERS- *Provosts

The leadership, management, and academic concerns of deans and provosts are addressed in this casebook based on 25 original case studies on issues related to finance, personnel, organizational structure, curriculum, and academic freedom and standards. Two or more practical options for action accompany each presentation of a challenging problem. Topics covered include: (1) roles and relationships (academic deans and provosts; personal requirements; key constituencies, such as the professoriate, department chairperson, president, boards, systems, and legislators; and organization of the case study chapters); (2) the academic players: provost, dean, department chairs, and faculty (departmental responsibility, replacing the dean, censure votes, athletic directors and provosts, and continuing education); (3) maintaining balance in the academic enterprise (preserving an essential department, experiential education and academic standards, interdisciplinarity, physical education major, accepting outsiders); (4) redirecting difficult people (unauthorized job offers, alcoholic deans, student complaints, protesters, and faculty intimacy); (5) dealing with change (merit pay, faculty entrepreneurship, picket lines, program duplication and state action, technology); (6) meeting the special challenge (Puerto Rican studies on tenure and community sensitivity, accreditation, research and public service, secretarial problems, departmental conflicts); and (7) the work goes on (administration, management, leadership, sources of help and sources of trouble, coalitions, and goal divergence and the future). (LB)

ED 296 666 HE 021 567

Staff Report on the Guaranteed Student Loan Program, Belmont Task Force Recommendations. Prepared for the Subcommittee on Postsecondary Education of the Committee on Education and Labor.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- May 88
NOTE- 16p.; Serial No. 100-X. Document contains small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Students; Economically Disadvantaged; *Financial Policy; Higher Education; High Risk Students; *Loan Repayment; Low Income Groups; *Program Administration; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *Loan Default

Recommendations of the Belmont Task Force concerning the problem of student loan defaults are offered to the U.S. House of Representatives. The task force concludes that the purpose of the Guaranteed Student Loan (GSL) program has changed significantly in the last decade. While originally established as a loan of convenience for middle-income students, the GSL program has become the primary federal program for access to postsecondary education for low-income students. It was found that defaulters tend to be first-year students, from low income and minority backgrounds, with a small loan balance (90% less than $5,000) who did not complete much more than the first year, have borrowed only once, receive no or little assistance from parents in repaying, are likely to be unemployed when the loans come due, and never make a first payment. Increasing Pell grants and funding of the Student Support Services program to help retain high-risk students are recommended. The task force recommends that Congress adopt a consistent set of definitions that describe how defaults must be calculated so they can be uniformly used by all program participants. GSL program management initiatives are proposed for lender, borrowers, the Department of Education, guaranty agencies, and institutions. (SW)

ED 296 681 HE 021 584

Notre Dame Report. Special Issue, 87-88.
Notre Dame Univ., Ind.

REPORT NO.- USPS-7070-8000
PUB DATE- 8 Apr 88
NOTE- 169p.
AVAILABLE FROM- University of Notre Dame, Hammes Bookstore, Notre Dame, IN 46556.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alcoholic Beverages; *Church Related Colleges; College Environment; *College Instruction; Dormitories; Employment Practices; *Family Life; Higher Education; Marriage; *On Campus Students; Parents; *Personnel Policy; Position Papers; Sexuality; Social Environment; Work Environment
IDENTIFIERS- *University of Notre Dame IN

Reports of four task forces at the University of Notre Dame are presented concerning: preparation for marriage, family, and other life commitments and personnel policy that affects the family; whole health and the use and abuse of alcohol; the quality of teaching in a research university; and residentiality. Consideration is given to the social environment for graduate and undergraduate students, ways to improve students' understanding of human sexuality, and the following personal and family policy issues: child care; leave for new parents; care of elderly and incapacitated relatives; the tenure probationary period; and flexible working hours, part-time work, and job sharing. For both students and employees, the issues of sexual harassment and homosexuality are considered. Forty-two recommendations are offered by the Task Force on Marriage, Family and Other Life Commitments. Task force recommendations concerning alcohol use include the following topics: providing alcohol, residence halls, football and alumni weekends, and drunkenness. The Task Force on Teaching offers recommendations concerning staffing and initiatives at the university and departmental levels. The residentiality report covers staff positions and roles, support services, the residential environment, women and minorities, handicapped students, and facilities. (SW)

ED 296 750 JC 880 296

Heard, Frank B.
The Development of a Computerized Curriculum Monitoring System To Ensure Student Success.

PUB DATE- Dec 87
NOTE- 44p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; *Computer Oriented Programs; *Computer Uses in Education; *Educational Counseling; Program Development; Two Year Colleges
IDENTIFIERS- *Shelby State Community College TN

A computerized curriculum monitoring system (CMS) was developed at Shelby State Community College (SSCC) in Tennessee to restrict student registration to courses for which they have completed the prerequisites and corequisites. The CMS is a subroutine of the on-line registration program, which matches students' course selections against their academic records to ensure that students are eligible for enrollment. To complete its routine, the computer program must interact with the following files: (1) the schedule of courses, a list of courses offered during a given term; (2) an academic record-keeping system, which contains information on students' personal characteristics, degree objectives, test scores, and courses completed; (3) the course title file, a table of all courses offered at SSCC, indexed by discipline and prerequisites/corequisites; (4) the inventory of degree plans tables, which lists course requirements for degrees offered at SSCC; and (5) the interactive registration system, which performs the prerequisites/corequisites check. When the system was first implemented in fall 1987, data collected during registration indicated that 21% of the students had not fulfilled the prerequisites or corequisites for the courses in which they were attempting to register, even though their registration forms indicated that they had undergone academic advising. (EJV)

ED 296 832 RC 016 646

Bacon, Stephen

Paradox and Double Binds in Adventure-Based Education.

Outward Bound USA, Greenwich, CT.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adventure Education; *Behavior Change; *Educational Change; *Expectation; Nontraditional Education; Outdoor Education; *Paradox; Peer Influence; Postsecondary Education; Rehabilitation Programs
IDENTIFIERS- Double Bind Theory; *Outward Bound; *Paradoxical Techniques; Wilderness Education Programs

Paradox and therapeutic double bind techniques are used to overcome resistance in students with a history of success avoidance. Predictions of failure, restraining comments, and the use of paradox in the midst of an activity are defended theoretically by presenting historical roots and a rationale of effectiveness. A skill-building approach focuses on examples, practitioner concerns, and common mistakes. Examples include a delinquent adolescent, a recovering alcoholic and a female with sex role confusion. While more traditional direct approaches will remain the standard for instructors, the integration of paradoxical techniques into adventure-based education to overcome anticipated or actual resistance can enhance effectiveness. Assumptions underlying paradoxical learning contradict the medical model with its deterministic nature of genes and biochemistry by suggesting that human growth and learning can determine behavior. Those who choose to use the paradoxical approach are doing more than adding techniques to their repertoire, they are embracing a new set of assumptions about the nature and scope of human learning. (SKW)

ED 296 495 EC 210 259

Ramsey, Roberta S.
National Trends in Special Education Teacher Competency Testing.

PUB DATE- 88
NOTE- 34p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988). Portions of table 1 may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Competency Based Teacher Education; *Disabilities; Educational History; Educational Trends; Elementary Secondary Education; National Competency Tests; National Surveys; *Special Education Teachers; State Standards; *Teacher Certification; *Teacher Qualifications

The paper provides a review of the history and current issues concerning competency testing of special education teachers. Among issues identified are the rights of educators versus the rights of the public, which abilities are to be assessed, effects of a decreasing supply of potential teachers, pencil-and-paper assessment versus performance evaluations, and possible discrimination against minority teachers. The origins of the competency testing movement in general education are traced from the early twentieth century to the present. Results of a survey of all states of current practices and plans in competency testing of special education teachers are provided in tabular form. Twenty-six states administer, or are in the process of developing or adopting, specialty area tests in special education. Content usually required in such tests include: basic knowledge and historical aspects, identification and characteristics of special needs students, processing skills, assessment, learning theory, teaching strategies, instructional content, instructional materials, administrative alternatives, and ancillary services. Future possibilities include a national teacher examination. Appended are two tables showing (1) a summary of special education competency tests for all 50 states; and (2) clusters of special education objectives for 15 states that have defined their testing criteria through published objectives. (DB)

ED 296 511 EC 210 276

Manual of Procedures for Applying for Funding under Title VI, Part B--Education of the Handicapped Act. P.L. 91-230 as Amended by P.L. 93-320, P.L. 94-142 and P.L. 99-457. EHA, Title VI, Part B--Third Year of a Three-Year Plan, 1988-89. ECIA, Chapter 1, Handicapped Preschool Grant Program.

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

PUB DATE- Feb 88
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Compliance (Legal); *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Aid; Federal Legislation; Guidelines; Preschool Education; *School Districts; State Standards

The manual presents procedures for local school districts in North Carolina applying for federal funding under Title VI, Part B, Education of the Handicapped Act, as amended by Public Laws 93-320, 94-142, and 99-457. The first chapter gives instructions for submission of amendments for the third year of the 3-year plan and includes an introduction with general information and instructions for completing the 3-year application and plan. Instructions for Part 1 of the Application cover Office of Education Form 9025, the Project Participants Form, the required updating of the narrative section, and the statement of assurances. Instructions for Part 2 of the Application cover the local education agency plan for compliance with P.L. 94-142, the Education for All Handicapped Children Act. Appended to this chapter is information concerning documentation relating to submission of Title VI, Part B Projects and local plans including participation of private school children, definitions, rules and regulations, and the comprehensive system of personnel development. The second chapter covers submission for funds for handicapped projects under the Education Consolidation and Improvement Act (ECIA); and the last chapter covers the preschool grant program. (DB)

ED 296 736 IR 052 400

Kahn, Paul
Isocrates Project. Final Report. IRIS Technical Report 87-2.
Brown Univ., Providence, RI. Inst. for Research in Information and Scholarship.
PUB DATE- 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classical Literature; *Database Design; *Database Management Systems; Higher Education; *Information Retrieval; Online Searching; *Optical Data Disks; Research Tools; Use Studies
IDENTIFIERS- *Brown University RI; System Evaluation

A project at Brown University has developed a set of application and system software that provides access to a database of Classical Greek literature which is stored on a CD-ROM. Information on the origins of the project is provided and the technical development of the system is described in detail, including the creation of Classical Greek fonts, indexing the texts, creating the CD-ROM, developing a device driver for the CD-ROM player, adding support for a compact disk file system, and the creation of a menu interface. The delivery of the system to the Classics and Religious Studies department at Brown is then described, along with a summary of the uses of the system in each department. The progress of the system thus far is evaluated, and some suggestions for further development are made. The text is supplemented by 12 figures. (15 bibliographic notes/references) (Author/EW)

ED 296 764 JC 880 323

Data and Characteristics of the Illinois Public Community College System, May 1988.
Illinois Community Coll. Board, Springfield.
PUB DATE- May 88
NOTE- 141p.; Small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *College Faculty; *College Programs; *Community Colleges; Construction Programs; Educational Facilities; *Educational Finance; *Enrollment; Financial Support; Full Time Equivalency; Institutional Characteristics; School Personnel; State Surveys; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Illinois

Data on the Illinois public community colleges, covering fiscal year (FY) 1987 and part of FY 1988, are presented in this report on the system's students, faculty and staff, instructional programs, operating finances, and capital construction. After introductory material provides a summary profile of the colleges, a map of the college districts, and a list of institutions, section I presents tables showing student characteristics, including headcount data for fall 1986 by sex and type of attendance, instructional program area, age, ethnic origin, academic classification, type of residency, and enrollment status; proportions of district populations served; community education enrollment; headcount data for fall 1978 through fall 1987; and a summary of students receiving support services and attending classes supported by state disadvantaged student grants. Section II offers information on faculty and staff, including data on gender and employment status for instructional faculty, administrative staff, non-teaching professional staff, and classified staff for fall 1987; average base salaries; average class size; and percentage of classes by size categories. Section III presents program data, including information on interdistrict cooperative agreements, an inventory of curricula offered at the Illinois community colleges, and degrees and certificates awarded. Section IV provides financial data on apportionments, grants to colleges, instructional unit costs, tax levies, operating revenues and expenditures, and energy usage and costs. Finally, section V contains data on facilities and college construction. (MDB)

ED 296 540 EC 210 309

Kiernan, Chris; Kiernan, Diana
Challenging Behaviour in Schools for Students with Severe Learning Difficulties.
PUB DATE- Oct 87
NOTE- 36p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (14th, Chicago, IL, October 29-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Adaptive Behavior (of Disabled); Aggression; Antisocial Behavior; *Behavior Disorders; Behavior Modification; Communication Skills; Day Schools; Foreign Countries; Inservice Education; *Mainstreaming; Normalization (Handicapped); Self Destructive Behavior; *Severe Mental Retardation; Staff Development; Surveys
IDENTIFIERS- *England; *Wales

In light of a current movement in England and Wales toward integrating severely retarded students with those having more moderate learning difficulties, results of a survey are reported whose purpose was to identify numbers and characteristics of severely retarded students who exhibit disruptive challenging behaviors, the type of provisions currently offered to them, and the level of related inservice training provided for staff. Out of a sample of 137, usable returns from 68 schools were received, representing 17 percent of all such day schools in England and Wales. In addition, detailed data on 100 individual students from a subsample of 8 schools were analyzed. Examples of challenging behaviors included destruction of equipment, aggression, self-injury, pica, noncompliance, and stereotyped behavior. Results suggested that the majority of behaviorally challenging severely retarded students are fully mobile and tend to vary greatly in communication skills, indicating the feasibility of a variety of approaches to remediation. It is suggested that those with lower mobility and lower cognitive ability require intervention based on behavioral principles. Inservice staff training to deal with difficult behaviors was reportedly minimal. The great majority of schools accepted as appropriate the responsibility of educating these students. (Eleven tables are presented.) (JW)

ED 296 568 EC 210 338

Burke, James P.

Improving the Perceptual Performance of Learning Disabled Second Graders through Computer Assisted Instruction.

PUB DATE- 88

NOTE- 73p.; Ed.D. Practicum I Report, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Behavioral Objectives; *Computer Assisted Instruction; Concept Formation; Courseware; *Learning Disabilities; *Perceptual Development; Primary Education; *Program Effectiveness

The practicum designed a perceptual activities program for learning disabled second graders using computer-assisted instruction. The program develops skills involving visual motor coordination, figure-ground differentiation, form constancy, position in space, and spatial relationships. Five behavioral objectives for each developmental area were identified. Concepts developed by the program included direction, geometric design identification, reinforcement of keyboard dexterity, counting, mixed colors (hues), and upper and lower case letter identification and sequencing. Performance of the 10 students was evaluated before and after the program with the Marianne Frostig Developmental Test of Visual Perception. Eight of the students improved their perceptual quotient scores by at least five points. (Author/DB)

ED 296 598 FL 017 509

Aquilina, Patrick J.
The Role of Grammar in the Second Language Classroom.
PUB DATE- 25 Jul 88
NOTE- 44p.; Expanded version of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Course Content; Educational Trends; *Grammar; Higher Education; *Instructional Effectiveness; *Second Language Instruction; Second Language Learning; State of the Art Reviews; Teaching Methods

In recent years, a number of articles have been written concerning the value of instruction in second language acquisition and the type of instruction that is most valuable for second language learners. Consequently, the place of the teaching of grammar in the second language classroom is being questioned. Generally, much of the research seems to indicate that the teaching of grammar has little effect on the grammatical structures used by students except in controlled exercises. In many institutions of higher learning, the teaching of grammar has gone out of fashion. Class time is devoted almost entirely to providing comprehensible input, and if any grammar is given, it is given only for homework. A review of the pertinent literature suggests that further empirical research on what actually happens in the classroom and on how learning is affected by grammar instruction is needed. (Author/MSE)

ED 296 695 IR 013 248

Coelho, Maria Eduarda Leal

DIMED 86: Discurso dos Media e Ensino a Distancia = Discours des Media et Enseignement a Distance = Media Speech and Distance Teaching. Papers Presented at a Seminar (21st, Algarve, Portugal, March 10-15, 1986).

Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-globales, Ghent (Belgium).; Instituto Portugues de Ensino a Distancia, Lisbon (Portugal).

PUB DATE- 86

NOTE- 482p.

LANGUAGE- English; French; Portugese

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Audiovisual Aids; *Distance Education; *Educational Media; Linguistics; *Multimedia Instruction; Programed Instruction; *Second Language Instruction; *Simulation; Suggestopedia; Video Equipment

Presentations at this seminar on distance education focused on the different types of speech in multimedia presentations which contribute to the elaboration (simulated or substituted) of a situation involving different relationships. In addition to opening and closing remarks by Marcel de Greve and a final report by the Scientific Committee of DIMED 86, 24 papers are presented: (1) "Recit Litteraire et Recit Televisuel: Une Concurrence Loyale" (Claude de Greve); (2) "Fiction Audio-Visuelle et Enseignement a Distance" (Luis de Pina); (3) "La Classe de Suggestopedie et les Comportements Non Verbaux des Ensignants" (Maria Clara Ferrao Tavares); (4) "Caractere Conversationnel du Medium Ecrit dans l'Enseignement a Distance" (Alice Gouveia and Edite Ferreira); (5) "La Contraction du Temps" (Rocha Trindade); (6) "Un Laboratoire de Langue des Annees 80" (Arnout Horemans); (7) "Lecture Semiotique d'un Cours Universitaire Televise: Diversite et Complementarite Discursives des Medias en Situation d'Enseignement a Distance" (Renee Legris); (8) "Videogramme Didactique et Operation d'Intellection" (Monique Mahieu); (9) "La Simulation: Un Outil a Integrer dans l'Enseignement" (Louise Sauve); (10) "Des Perceptions Oubliees" (Maria Emilia Ricardo Marques); (11) "Contribution a l'Elaboration d'un Modele de Perception du Discours" (Dulce Rebelo); (12) "Antenne Ouverte: Animation, Imaginaire et Creativite" (Vasco Granja); (13) "Language Teaching by Video: Spontaneous Language at Beginners' Level. Presentation of a Technique for Indirect Elicitation of Language" (Eva dam Jensen); (14) "How Not to Drown the Baby in the Bathwater" (Ashok Kelkar); (15) "Les Materiels Educatifs: Masques d'un Reel Imaginaire (Gabriel La Rocque); (16) "Argumentation et Persuasion" (Max Egly); (17) "Les Systemes Audio-Visuels Interactifs" (Maria Clara Nunes); (18) "Pour un Poetique des Media" Melo e Castro); (19) "Notice Pedagogique--Documents d'Appui" (Paul Lavaud); (20) "Logo: Langage et Philosophie, Role dans le Processus de l'Enseignement-Apprentissage (Candida Moreira); (21) "L'Image au Service de l'Enseignement" (Olga Grabovsky); (22) "A l'Ecoute du Journal Radio. Etude teleologique" (Stanislaw Jakobczyk); (23) "Applied Linguistic Methods for Teaching Sino-Tibetan Boro Mishing, etc., to Non-Speakers" (Pramod Bhattacharya); and (24) "Biocybernetic Approach to the Media Speech in Programmed Teaching" (M. F. Malik). Abstracts of each presentation are provided. (EW)

ED 296 723 IR 013 409

Audiovisual Media in Japan Today. The Ministry of Education's 1986 Survey on Audiovisual Media. AVE in Japan No. 26.

Japan Audio-Visual Education Association, Tokyo.; Japan Audio-Visual Informationn Center for International Service, Tokyo.

PUB DATE- 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audiovisual Aids; Cultural Centers; Elementary Secondary Education; Foreign Countries; Libraries; *Microcomputers; Museums; *Private Schools; *Public Schools; *Social Organizations; Surveys; *Use Studies; Video Equipment
IDENTIFIERS- *Japan

Based on the Ministry of Education, Science and Culture's 1986 survey of "Audiovisual Facilities in Schools and Social Education Institutions," this summary of the current status of the diffusion and utilization of audiovisual materials and equipment in Japan pays particular attention to public and private schools. Social education institutions also covered by the study include public halls, libraries, museums, children's centers, youth houses, children's culture centers, and women's educational centers. The survey showed that audiovisual equipment already highly diffused in the schools included television receivers, audiotape recorders, videotape recorders, radios, slide projectors, building-wide public address systems, overhead projectors, and record players. The 16mm projector and television receivers were found to be the items the most commonly available in social education facilities, followed by audiotape recorders and record players. The diffusion of microcomputers had increased the most at the senior high school level, but was still somewhat low in social education facilities. Examination of utilization rates indicated that, generally speaking, tape recorders and overhead projectors were the most commonly used items in the schools, while 16mm projectors were the most commonly used item in public halls. A survey of locally produced materials found that schools most often produced overhead transparencies, although 51% of the high schools reported producing their own computer software. The text is supplemented by 11 figures and 16 tables. (EW)

ED 296 793 PS 017 445

Evard, Pamela A.
Early Childhood Education Programs: A Review of the Research and Literature on Selected Factors and Their Resulting Effects on Academic Achievement and Social Behavior.
PUB DATE- Apr 88
NOTE- 50p.; Exit Project, Indiana University of South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Aggression; Annotated Bibliographies; *Early Childhood Education; Home Programs; Kindergarten; Literature Reviews; *Outcomes of Education; Preschool Education; *Program Effectiveness; Prosocial Behavior; *Social Development; Socioeconomic Influences; Stress Variables

Research on selected early childhood education program elements was reviewed to determine the effects of these elements on children's academic and social development. Four influencing factors concerning academic effects were investigated: (1) home intervention; (2) preschool intervention; (3) kindergarten programs; and (4) socioeconomic factors. Also studied were two outcomes related to social effects: strengths and weaknesses. A review of 38 studies suggested that home interventions were beneficial, effects of preschool participation were inconclusive, full-day kindergarten attendance produced academic gains, and socioeconomic status influenced the academic achievement of early childhood program participants. Even after participation in preschool programs, children of low socioeconomic status remained at risk. No single preschool curriculum model proved best in terms of promoting academic achievement. Preschool experience resulted in less need for special education placements and fewer retentions in grade. Preschool participants had fewer problem behaviors and kindergarten children improved in social behavior. In contrast, stress and aggression were identified as debilitating effects of early childhood program experience. Annotated citations of the research reviewed, definitions of terms, and recommendations are included. (RH)

ED 296 807   PS 017 480

Barry, Janet
Helping Parents Help Children: A Resource Guide To Assist Missouri School Districts in Promoting Positive Parent Involvement and Cooperation in Chapter 1 Programs.
Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Involvement; Glossaries; Guidelines; Home Study; Inservice Teacher Education; *Learning Activities; Mathematics Instruction; *Parent Participation; Policy Formation; *Program Development; *Program Implementation; Reading Instruction; Remedial Programs; *School Activities; Workshops
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Missouri; *Parents as Teachers

Presented are numerous ideas for workshop and in-service activities designed to involve parents as team members in the planning and implementation of the Chapter 1, Educational Consolidation and Improvement Act (ECIA) programs of Missouri schools. Also provided are suggestions for parents to use to enhance their children's cognitive skills in reading and mathematics. Chapter 1 requirements for establishment of a policy for parent involvement are listed. Teacher reaction and teacher beliefs survey forms and sample meeting announcements are appended. (RH)

ED 296 819 RC 016 598

Marinez, Diana I.; Ortiz de Montellano, Bernardo R.
Improving the Science and Mathematic Achievement of Mexican American Students Through Culturally Relevant Science. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-88-07
PUB DATE- Mar 88
NOTE- 19p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
CONTRACT- 400-86-0024
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *American Indians; Cultural Awareness; Cultural Enrichment; Elementary Secondary Education; *Mexican Americans; *Relevance (Education); Resource Materials; *Science Careers; Science Course Improvement Projects; *Science Curriculum; *Science Instruction
IDENTIFIERS- Cultural Contributions; *Culturally Relevant Curriculum; Cultural Relevance; ERIC Digests

There are many ways in which science can be made culturally relevant: archeoastronomy, mathematics, geology, ethnobotany, chemistry, and art can all be taught from a perspective celebrating the accomplishments of Mexican American and American Indian science and encouraging exploration. A culturally relevant curriculum provides teachers with resource materials and approaches allowing them to enable students to: develop pride in their culture's contribution to science, learn science from a familiar cultural base, be motivated to consider science as a career, and recognize the importance of science in their life. A joint project between the Society for the Advancement of Chicanos and Native Americans in Science and the Project for Renewed Incentives in Science and Education in Los Angeles (California) is developing workshops to introduce teachers to culturally relevant materials and specific activities that can be used at different grade levels. Topics include Archeoastronomy, Maya Mathematics and Calendar, Geology, Feeding the World--Productivity of Food Plants, Herbal Medicine/Ethnobotany, Science and Creativity in the Diego Rivera Murals in Detroit, Botany and Mesoamerican Designs, and the Chemistry of Color. As science is stimulated, students typically not attracted to science careers will be more aware, and the differences in participation rate of minorities in science and engineering may increase. (JMM)

ED 296 848 RC 016 671

Bacon, Stephen
The Conscious Use of Metaphor in Outward Bound.
Colorado Outward Bound School, Denver.
PUB DATE- 83
NOTE- 115p.; Also supported by the Marie Baier Foundation.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Adventure Education; *Experiential Learning; *Generalization; Group Experience; Group Unity; Individual Development; Justice; Leadership; *Learning Strategies; Postsecondary Education
IDENTIFIERS- *Outward Bound

Learning is a metaphoric function in which the individual confirms or reorders his sense of reality by relating previous experiences with present ones. Outward Bound, an experiential learning approach, incorporates this insight in its theoretical foundations. The effectiveness of the metaphor is dependent on the extent to which the experience is isomorphic of, that is, similar in structure to, the normal life situation of the student. The validity of an attitude to human existence can be judged by the accuracy with which it reflects the characteristics of the natural world as encountered in wilderness experiences. Various chapters of this book, which is intended as an instructor's manual for Outward Bound staff, discuss the techniques involved in (1) assessing what experiences will be isomorphic with the needs of students; (2) reframing the experience so that its value will be more accessible; (3) understanding the archetypal value of the wilderness setting of Outward Bound (archetypes specifically discussed include growth, space, justice, fate, The Mother, Community, The Leader, The Hermit, and The Hero); and (4) circumventing metaphor failures. Two appendices provide outlines of the Outward Bound process and objectives. (SKW)

ED 296 468 EA 020 137

Dzyacky, John W., Ed.
Glossary: 100+1 Terms To Know and Apply in Supervising Instruction. Occasional Paper 87-1.
Iowa State Univ. of Science and Technology, Ames. Coll. of Education.
PUB DATE- Jun 87
NOTE- 56p.; A product of the School Improvement Model Project. Publication supported by the Northwest Area Foundation and the Research Institute for Studies in Education at Iowa State University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication (Thought Transfer); Cooperation; *Definitions; Elementary Secondary Education; *Glossaries; *Instructional Improvement; School Effectiveness; *Supervision; Teacher Effectiveness; *Vocabulary

Instructional supervision terminology continues to grow at an accelerating rate. This glossary is designed to help beleaguered instructional leaders identify research-based terms that facilitate a common language between teacher and supervisor and thereby enhance communication. The 100 terms are but a beginning collection of the most current definitions associated with effective teaching and effective schools. The glossary, a hands-on guide for teachers and supervisors, helps clarify misused or confusing terms and provides additional bibliographic references for further indepth review. Samples of terms defined are "academic learning time," "active listening," "bird-walking," "coaching," "contingent reinforcement," "engaged time," and "management by walking around." An index is provided. (MLH)

ED 296 482 EA 020 198

Orr, David B.
Private Elementary/Secondary Education: Recent Trends in Number of Schools, Students, and Teachers.
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catholic Schools; Elementary Secondary Education; *Enrollment Trends; Full Time Equivalency; Parochial Schools; *Private Schools; *Public Schools; *School District Size; School Surveys

Disappointment in public education seems to have inspired an increased interest in private education. Data provided by the Center for Education Statistics, the National Catholic Educational Association, and the Bureau of the Census Current Population Survey were studied to assess the trend from 1976 to 1985 concerning the number of schools, students, and teachers in private education as opposed to public education. According to the data, the number of public schools decreased at a constant rate while the number of private schools increased at a constant rate; the trend in student enrollment seems to support the trend in the number of schools; and the number of full-time equivalent private school teachers increased moderately at first, then very strongly, while the number of public school teachers decreased at first, then recovered. The data also reveal that Catholic schools do not account for the increase; instead, Christian/fundamentalist schools seem to be responsible for the increase. Generally, the data imply that the role of private education is increasing. Six tables are included. (RG)

ED 296 583 FL 017 463

Morrison, F.; Pawley, C.
Core French in Eastern Ontario High Schools.

Ontario Dept. of Education, Toronto.
PUB DATE- 87
NOTE- 76p.
AVAILABLE FROM- MGS Publications Services, 5th Floor, 880 Bay St., Toronto, Ontario, Canada M7A 1N8 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Core Curriculum; Foreign Countries; *French; Grade 9; Grade 10; Grade 12; High Schools; *Language Proficiency; *Listening Comprehension; *Reading Comprehension; Second Language Programs; *Speech Skills; *Time Factors (Learning)
IDENTIFIERS- *Ontario

A study of the language proficiency of students in core French programs in a number of Eastern Ontario (Canada) high schools looked at the listening comprehension, reading comprehension, and oral skills of students in grades 9, 10, and 12. Comparisons were made across and within school districts, and also with previous groups tested. Findings show clearly that the cumulative amount of French instructional time does influence proficiency, particularly at the grade 9 level. While grade 9 students do not generally score as high on listening tests as late immersion groups with similar amounts of instructional time, by grade 12 the core groups with 1,200 or more hours of French compare favorably in French listening and reading with students who have had two years of a late immersion program with 50 or 80 percent of the time spent in French. The study revealed the need for more appropriate tests and for closer examination of the factors affecting the achievement of second language proficiency. (MSE)

ED 296 627 HE 021 460

Forrester, Robert T.

A Handbook on Debt Management for Colleges and Universities.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
REPORT NO.- ISBN-0-915164-38-8
PUB DATE- 88
NOTE- 118p.; Appendix 1 contains small print.
AVAILABLE FROM- National Association of College and University Business Officers, One Duupont Circle, Suite 500, Washington, DC 20036-1178 ($38.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Access to Education; Accounting; *Credit (Finance); Educational Economics; *Educational Facilities Improvement; *Educational Finance; Federal Aid; Finance Reform; Financial Needs; *Financial Problems; Financial Support; *Higher Education; Institutional Survival; *Money Management; Policy; School Funds; Student Costs; Student Financial Aid
IDENTIFIERS- *Debt (Financial); Tax Reform Act 1986

Between 1983 and 1986, colleges and universities issued about $20 billion of debt for facilities and student financing, and it is predicted that billions of dollars of new debt will be needed for building renovation. Debt capacity, management, and accounting are now major issues, and the purpose of this book is to provide a handy reference manual for treasury and controllership personnel. Information includes a history of college debt; the need for new debt; common concerns with debt (funded depreciation and debt capacity); choosing a source of funds (debt policy, controlling the financing process, and blended pool of funds); credit support; the effect of the Tax Reform Act; accounting issues over the life cycle of debt; and federal recovery. Ten appendices offer the following examples of debt accounting (bank financing and tax-exempt financing); questions and interpretations regarding debt accounting; an annotated subject bibliography; criteria by various credit rating agencies; hospital and university credit ratings; features of tax-exempt financing alternatives; significant features of the Tax Reform Act of 1986; and three examples (choosing a source of funds, capitalization of interest, and gain on "low to high" refunding). Tables are included. (SM)

ED 296 640 HE 021 504

Reeher, Kenneth R.; Davis, Jerry S.
National Association of State Scholarship and Grant Programs. 19th Annual Survey Report, 1987-88 Academic Year.
National Association of State Scholarship and Grant Programs.
PUB DATE- Jan 88
NOTE- 231p.
AVAILABLE FROM- Pennsylvania Higher Education Assistance Agency, Towne House, 660 Boas St., Harrisburg, PA 17102, Attention: Research and Statistics ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Administrative Policy; Black Students; College Students; Comparative Analysis; Eligibility; Graduate Students; *Grants; Higher Education; Low Income Groups; Need Analysis (Student Financial Aid); Postsecondary Education; Private Colleges; Public Colleges; *Scholarships; State Agencies; *State Aid; *State Programs; Statistical Data; *Student Financial Aid; Surveys; Trend Analysis; Undergraduate Students

The members of the National Association of State Scholarship and Grant Programs (NASSGP) are surveyed annually to collect data on state and territory funded scholarship and grant programs to undergraduate and graduate students to attend public or private postsecondary institutions. The following are among the highlights reported in this year's survey: (1) the expected growth rate of the undergraduate need-based aggregate grant aid is 6.2%, the lowest expected growth rate since 1980; (2) the non-need-based undergraduate grant programs (available in 29 states) expect a growth rate of 17%; (3) 53% of undergraduate, need-based grant recipients are female, down from 57% for the 6 preceding years; (4) percentages of Black recipients continues to decline; and (5) the percentage of independent recipients continues to increase, as has the proportion of recipients aged 26 or older. Data analyses are grouped under the following headings, each section consisting of a narrative followed by extensive tables of data: comparative program statistics, 1986-87 and 1987-88, and earlier years; program characteristics; policy issues and concerns; distribution of undergraduate need-based aid among student categories; and trends in need-based undergraduate aid dollar volumes by states. A listing of NASSGP officers and a directory of state grant agencies are appended. (KM)

ED 296 653 HE 021 523

Elmore, Patricia B.; Woehlke, Paula L.

Research Methods Employed in "American Educational Research Journal," "Educational Researcher," and "Review of Educational Research" from 1978 to 1987.

PUB DATE- Apr 88

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Content Analysis; *Educational Research; Evaluation Methods; Factor Analysis; Graduate Students; Higher Education; *Literature Reviews; *Methods Research; Researchers; *Research Methodology; Statistical Analysis; Statistical Data

IDENTIFIERS- *Research Styles

Periodic summaries of research techniques used in important journals help professors of educational research teach each new generation of researchers. Literature published in "American Educational Research Journal" (AERJ), "Educational Researcher" (ER), and "Review of Educational Research (RER) is reviewed for the 10-year period ending in 1987. This kind of research technique has appeared frequently in educational literature. Periodic updates of recent literature with respect to methods used has an extensive history. A description of the methodology focuses on the coding process (reading each article to identify every research method or statistical technique used and categorizing all methods and techniques identified in each article) and the categories employed to code research methods or statistical techniques used (descriptive, bivariate correlation, t-test, nonparametric, meta analysis, ANOVA/ANCOVA, psychometric theory, multiple correlation/regression, multivariate, factor/cluster, LISREL, Bayesian, simulation, modeling, and qualitative). The results of this study show the most frequent methods used in rank order for JEP are ANOVA/ANCOVA, bivariate correlation, t-test, multiple regression, multivariate, and nonparametric techniques and for AERJ are ANOVA/ANCOVA, multiple regression, bivariate correlation, descriptive, multivariate, nonparametric, and t-test. For the three journals combined, five of the seven most frequently utilized methods are taught in most two-course statistics sequences required for doctoral study; only multivariate and nonparametric techniques are not covered comprehensively. Thus, it appears that graduate students are well-prepared and trained. Contains 11 references. Tables are included. (SM)

ED 296 709 IR 013 392

Valdez, Gilbert
Report to the Legislature on Educational Technology. Prepared in Accordance with Article 8.
Minnesota State Dept. of Education, St. Paul.

PUB DATE- 14 Jan 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Managed Instruction; *Courseware; *Educational Technology; *Education Service Centers; Elementary Secondary Education; Mastery Learning; *State Aid; *State Legislation
IDENTIFIERS- *Minnesota

This report on the status of programs authorized under Article 8, "Technology and Educational Improvement," from July 1, 1983, through December 31, 1985, summarizes progress in areas addressed by each of 12 sections of the article: (1) Technology Utilization Plans; (2) Inservice Training for Technology Use; (3) Regional Coordinators; (4) Technology Site Designation; (5) Courseware Integration Centers; (6) Integration Center Designation and Grants; (7) Courseware Procurement, Criteria, Consultants, Evaluation Team, High Quality, and Disposition; (8) Subsidy for Purchase of Courseware Packages; (9) Purchase of Courseware Duplication; (10) Courseware Package Development; (11) Mastery Learning through Individualized Learning Plans Act; and (12) Computerized Mastery Management System. Information on statutory requirements, program status, and other comments are included for each program. (EW)

ED 296 737 IR 052 401

Kahn, Paul

Outline for Research in Large Data Base Resources.

Brown Univ., Providence, RI. Inst. for Research in Information and Scholarship.
PUB DATE- Apr 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Bibliographic Coupling; Citations (References); *Database Management Systems; *Databases; *Information Retrieval; Man Machine Systems; Online Searching; *Research Tools; *Search Strategies; Users (Information)

This paper uses a hypothetical application entitled "VAPORTRAILS" to examine how an integrated application can be used to solve the problems of search and retrieval from a range of qualitatively different databases, and the organization of the resulting information into a personal database resource. In addition, four general classes of databases are described which are important to the scholar's work environment. The use of "Intermedia," a hypertext system under development at the Brown University Institute for Research and Scholarship to address some of these integration problems, is then considered. An environment which includes the current Intermedia applications (InterText, InterDraw, InterVal, and InterSpect) and the overall Intermedia linking mechanism is described. Several extensions are added, including VAPORTRAILS and a new kind of link that will use search or look-up applications from a selected point in one document to the appropriate information in another data collection. Ways of searching in an Intermedia web are suggested, including the ability to access block information in the Intermedia documents in a manner analogous to the system used by VAPORTRAILS to access and manage citation information. One figure is provided. (Author/EW)

ED 296 779 PS 017 397

Sreedhar, Sulochana, Ed.
Universalization of Elementary Education: Some Issues.
Institute for Socially Disadvantaged Groups' Educational Improvement, Kolhapur (India).
PUB DATE- 21 Sep 87
NOTE- 78p.; Document printed on light colored paper.
AVAILABLE FROM- Institute for Socially Disadvantaged Groups' Educational Improvement, Vidyanagar, Kolhapur, India 416 004 ($7.50 or Rs. 60).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; *Disadvantaged Youth; Economically Disadvantaged; Educational Improvement; *Educational Innovation; Educationally Disadvantaged; *Educational Needs; *Elementary Education; *Equal Education; Foreign Countries; Intervention; Program Descriptions; Program Development; *Program Implementation; Social Problems; Test Construction; Volunteers
IDENTIFIERS- *India

After listing the aims and objectives of the Institute for Socially Disadvantaged Groups' Educational Improvement (ISDGEI), in Kolhapur, India, this collection of seven articles discusses prospects, problems, and successes of providing universal elementary education to the children of India. Articles: (1) discuss quantitative and qualitative dimensions of the Indian educational system; (2) indicate some of the principal factors involved in the failure to fulfill the constitutional obligation to provide universal elementary education, and identify steps to be taken to improve the situation; (3) list principles of the United Nations' Declaration of the Rights of the Child; (4) sketch the expansion of volunteer activity in India; (5) outline ways distance education can address demands made on the educational system; (6) describe the construction of a non-formal measure of adult learners' progress in literacy; and (7) describe successes and difficulties experienced in implementing a kindergarten program in the context of 100 percent illiteracy in an urban slum, the expansion of the program, salient features of the instructional techniques employed in the schools of the ISDGEI, approaches to changing students' behavior, teaching standard Marathi, improving children's language skills, providing multiple points of entry into the program, introducing vocational education, the partition of the program into separate units for infants and children of different ages and for different educational purposes, and other activities. (RH)

ED 296 833 RC 016 647

Burgett, James
Small Rural School Programs.
River Ridge Community Unit School District #210, Elizabeth, IL.
PUB DATE- Nov 87
NOTE- 14p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academically Gifted; Bulletin Boards; Computer Science Education; Cost Effectiveness; *Curriculum Enrichment; Elementary Secondary Education; Energy Conservation; Faculty Advisers; Field Trips; Newsletters; Program Descriptions; *Public Relations; *Rural Schools; *Small Schools; Tutoring; Vocational Education
IDENTIFIERS- Illinois

Low cost or no cost ideas for programs in smaller rural schools are listed. Areas covered include public relations, special programs and curriculum. Based on the experience of a small school district in Elizabeth, Illinois, these ideas include the school's relationship to students, faculty and the community; extracurricular activities relating to substance abuse, academic competition, and personal adjustment; and development of innovative approaches in math, physical education, social studies, music and vocational education. The effectiveness of boards of education, teachers, parents, administrators, taxpayers, and students can be enhanced if they see themselves engaged in an activity on which they are all on the same side, attempting to accomplish the same goals. (SKW)

ED 296 496 EC 210 260

Fischer, Martin A.; Anderson, M. Katherine
The Marking of Ambiguous Referents by Learning-Disabled Adolescents.
PUB DATE- Nov 87
NOTE- 16p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (New Orleans, LA, November 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Developmental Stages; *Expressive Language; *Language Acquisition; *Language Handicaps; *Learning Disabilities; Narration; Secondary Education
IDENTIFIERS- *Referents (Linguistics)

The study evaluated the ability of six learning disabled adolescents with normal language ability and eight learning disabled adolescents with deficient language skills to appropriately mark ambiguous referents. Subjects were compared with control groups of normally achieving chronologically age matched adolescents and children matched with the language deficient group for vocabulary age. Children's narratives were analyzed for appropriately used referents. The learning disabled-deficient language subjects differed from both the learning disabled-normal language subjects and from language-age matched normal subjects in their appropriate use of referents. Deficiencies appeared to be of a quantitative rather than qualitative nature suggesting that learning disabled-language deficient children are similar to normally achieving children only delayed in their mastery of language skills. (DB)

ED 296 512 EC 210 280

Blackbourn, J. M.; Baum, Dale
Increasing Response Accuracy in Moderately Retarded Adolescents through the Use of Time Delay.
PUB DATE- Oct 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; *Instructional Effectiveness; Intervention; Junior High Schools; *Moderate Mental Retardation; Outcomes of Treatment; Performance; Prompting; *Reaction Time; Special Education; *Student Improvement; *Student Reaction; Teaching Methods; *Time Factors (Learning)
IDENTIFIERS- *Time Lag

This study attempted to evaluate the efficacy of time delay in increasing the academic response accuracy of moderately retarded adolescents. The time delay technique provided a means by which "cognitive organizers" could be taught to the students to mediate their behavior and improve academic performance. A modified multiple baseline alternating treatments design was used with junior high subjects in four special education classrooms, with each classroom having between 12 and 15 students. During the experimental phase of verbal prompt and time delay, the daily percentage of accurate oral student responses increased significantly over the baseline phase. Removing the verbal prompt and simply delaying student responses did not adversely affect accuracy. The study concluded that time delay can be a viable means of increasing response accuracy in moderately mentally retarded adolescents. The verbal prompt was needed only as a means of establishing stimulus control for the time delay technique. (JDD)

ED 296 526 EC 210 294

MacLeod-Gallinger, Janet

Secondary School Graduate Follow-Up Program for the Deaf. 6th Annual Report, 1985.

Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 101p.; A product of the Division of Career Opportunities. For related document, see EC 210 295.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; Comparative Analysis; Continuing Education; *Deafness; *Employment Level; *Employment Patterns; Financial Support; Graduate Surveys; *Hearing Impairments; *High School Graduates; High Schools; Labor Force; Labor Force Nonparticipants; *Occupational Surveys; Part Time Employment; Postsecondary Education; Salaries; Unemployment; Vocational Followup; Wages
IDENTIFIERS- *Secondary School Graduate Followup Prog for Deaf

A total of 748 graduates of the classes of 1964, 1974, 1980, 1982, and 1984 from 24 secondary programs for the deaf responded to the survey questionnaire of the 1984-1985 Secondary School Graduate Follow-Up Program for the Deaf. Graduates provided information about their postsecondary labor force activities, employment, occupations, earnings, and continuing educational pursuits. Results for this sixth annual survey are summarized as follows: Labor force participation rates of the most recent classes have increased 3.5 percent over the past three surveys, while rates among older graduates were slightly decreased. Unemployment rates for respondents were two to three times higher than the national average, depending on age group, and more respondents were employed part-time than in previous surveys. Males were primarily employed as "operatives, fabricators, and laborers," and secondly in "technical, sales, and administrative support" occupations. Females were also employed most often in these two categories, but in reversed order. Relative to national median weekly earnings, male and female respondents earned an average of $108 and $56 less per week, respectively. Further education of some kind had been or was currently being pursued by over 60 percent of the respondents. Increases were cited in both supplemental security insurance and vocational rehabilitation assistance. (JDD)

ED 296 554 EC 210 323

Community-Based Independent Living Skills Program for Severely Handicapped Youth.
Minneapolis Public Schools, Minn.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 86
NOTE- 125p.
CONTRACT- 83-02984
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; Curriculum Development; *Daily Living Skills; Individualized Programs; Mainstreaming; *Program Development; *Severe Disabilities; Skill Development; Student Evaluation; Training; *Youth Programs
IDENTIFIERS- *Community Based Education; *Independent Living; Minneapolis Public Schools MN

Community-Based Independent Living Skills Training for Severely Handicapped Youth is a project of the Minneapolis (Minnesota) Public Schools designed to enhance community training opportunities for individuals aged 16-21. Key issues in program development included: treatment of students as unique individuals, assessments and curricula organized around functional life skills, full use of the community as a training environment, integrated learning experiences with nonhandicapped individuals, small group and individual instruction, leadership from community agencies, family involvement in educational decision-making, and consideration of the students' postschool employment and community-living plans. The program development process focused on establishing a workable program philosophy, assessing the student, designing and developing community-based instructional programs, assessing the community, and training in the community. Appendices contain: a description of the subscales for scales of independent behavior, examples of informal assessment procedures, a functional curriculum checklist, a student 5-year plan, a sample training agreement between the student and the training agency, and descriptions of approximately 30 selected training sites in Minneapolis. (Author/JDD)

ED 296 614 HE 020 702

Hertford, Reed; Hartley, Maurice P.
Strengthening International Agricultural and Environmental Programs: Four Key Ingredients.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Conference of the Association for International Agricultural Education (Chevy Chase, MD, April 24-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; College Curriculum; *College Faculty; Curriculum Development; *Environmental Education; Foreign Countries; Higher Education; Institutional Mission; *International Education; International Educational Exchange; Program Development; State Universities; *Teacher Exchange Programs
IDENTIFIERS- *Rutgers The State University New Brunswick NJ

Efforts to strengthen faculty involvement in international programs that were undertaken by Cook College, the agricultural and environmental unit of Rutgers, The State University of New Jersey, are discussed. Reasons for international program activities are identified, including program enrichment, the self-interest of the university, and humanitarianism. The University established an ad hoc committee on international education that assessed needs, defined goals, and initiated actions to make international education an integral part of the schools' institutional mission. Recommendations included increasing enrollment of foreign students, and expanding students' awareness of career opportunities in the international domain. In 1984 a permanent collegewide committee on international agricultural and environmental affairs was constituted to provide guidance and oversight for international initiatives. Twelve new international courses were developed and cross-cultural simulations were a part of the curriculum change. New faculty positions were established, and a policy concerning using tenured faculty for at least half of its overseas positions was negotiated. A process by which to evaluate faculty performance was also developed. (SW)

ED 296 667   HE 021 568

EDUCAFRICA, December 1986. Special Issue: Case Studies on Higher Education in Africa. Special Volume 1=EDUCAFRICA, Decembre 1986. Etudes de cas sur L'Enseignement Superieur en Afrique, Tome 1.

United Nations Educational, Scientific, and Cultural Organization, Dakar (Senegal). Regional Office for Education in Africa.

PUB DATE- Dec 86

NOTE- 343p.

AVAILABLE FROM- UNESCO Regional Office for Education in Africa, Unite des Publications, BREDA B.P. 3311, Dakar, Senegal.

LANGUAGE- French; English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)

DESCRIPTORS- Case Studies; College Faculty; *College Role; College Students; Educational History; Foreign Countries; *Higher Education; Institutional Characteristics; Student Characteristics

IDENTIFIERS- *Africa

Case studies of the development of higher education in 17 African countries are presented. Eleven of the case studies are written in French, and six are in English. The country reports that are in English are as follows: Cameroon, Ethiopia, Lesotho, Malawi, Sierra Leone, and Tanzania. The country reports in French are: Benin, Burkina Faso, Burundi, Cote d'Ivoire, Omar Bongo, Madagascar, Mali, Niamey, Central African Republic, Senegal, and Zaire. The reports include information concerning: the historical background of higher education, universities and other institutions, functions of higher education institutions, modes of admission, undergraduate and postgraduate studies, types of degrees, administration and management, undergraduate and postgraduate students, and enrollments. (SW)

ED 296 682   HE 021 585

Preliminary Report, Committee on Minority Students.
Notre Dame Univ., Ind.
PUB DATE- Jun 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Administrative Policy; Affirmative Action; *Black Students; College Environment; *Enrollment; *Faculty Recruitment; Graduate Study; Higher Education; *Hispanic Americans; Student Attitudes; Student Financial Aid; *Student Recruitment; Undergraduate Study
IDENTIFIERS- *University of Notre Dame IN

A Committee on Minority Students was appointed to examine the issue of minority student presence at the University of Notre Dame. The committee's report discusses Notre Dame's current situation in the context of national trends and successful programs elsewhere, and 12 recommendations for action are made. The report consists of the following sections: (1) Charge and Committee Organization; (2) Introduction: A Strategic Time for Action (national trends, institutional climate, the challenge for Notre Dame); (3) Comprehensive University Commitment; (4) Minority Undergraduate Enrollment; (5) Undergraduate Financial Aid; (6) Faculty and Administrative Recruiting; (7) Student and Residence Life; (8) Undergraduate Academic Progress; (9) Graduate Education; (10) Minority Alumni/ae; and (11) Strategic Public Relations. A minority report press release is attached, giving details of the university's plan for increasing minority enrollment, scholarships, academic support, faculty recruitment, and involvement in the university community. (KM)

ED 296 751 JC 880 297

Heard, Frank B.
The Development of a Retention Plan To Mitigate Low Enrollments at Shelby State Community College.

PUB DATE- May 88
NOTE- 43p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; Community Colleges; Declining Enrollment; *Dropout Prevention; Program Development; Program Effectiveness; *School Holding Power; Two Year Colleges; Withdrawal (Education)
IDENTIFIERS- *Shelby State Community College TN

A study was conducted at Shelby State Community College (SSCC) in Tennessee to determine the extent, causes, and solutions to the problem of student retention. The study involved: (1) a comparative analysis of headcounts to assess the extent of the dropout problem, which indicated that enrollments declined sharply from 5,289 in 1983 to 3,399 in 1987 even though new enrollments were fairly stable during that period; (2) an analysis of data on 50 randomly selected student withdrawals to determine why students discontinued enrollments at SSCC, which revealed that many students had not officially withdrawn, that most had not given specific reasons for withdrawing, and that many who gave "academic" reasons for withdrawing were actually in good academic standing; and (3) a review of the literature on the nature and scope of student attrition and on retention factors to help devise a retention plan to mitigate low enrollments. Based on study findings, a retention plan focusing on faculty awareness and development activities, peer counseling, career assistance, learning support activities, expanded orientation, and improved academic advising was developed. (EJV)

ED 296 808 PS 017 483

A Study of the Incidence of Head Start Children in Substitute Care. Final Report.

CSR, Inc., Washington, D.C.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE- 29 Feb 88

NOTE- 177p.

CONTRACT- BOA-105-86-8123

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Agency Role; *Compensatory Education; *Disadvantaged; Enrollment; *Family Involvement; *Foster Care; Incidence; Questionnaires; Referral; Services; *Urban Areas

IDENTIFIERS- Florida (Dade County); Illinois (Chicago); Pennsylvania (Philadelphia); Program Characteristics; *Project Head Start; *Substitute Care

The purpose of this study was to identify the number of Head Start enrollees in three selected sites who were in foster care during or after their Head Start experience. The study also examined the role of the Head Start Program in strengthening families in order to prevent separation. Reviews were conducted of public agencies' records of 50 children in Chicago, Illinois, 10 in Dade County, Florida and 29 in Philadelphia, Pennsylvania. Interviews were conducted with five foster care supervisors and eight Head Start staff members. Findings provided answers to study questions about the number of Head Start enrollees in foster care. Partial answers were provided to study questions on the involvement of the biological and foster parents in Head Start and the role of Head Start in the children's case plans. Three Head Start participation measures were used to examine whether Head Start enrollment affected time in care, use of services, and initial versus final or current case goals. Children in substitute care were usually referred to the program by child welfare caseworkers. Foster care supervisors had little or no experience with Head Start. Recommendations indicate ways to promote Head Start's role in working with families at risk. Data collection forms are appended. (RH)

ED 296 541 EC 210 310

Lambert, Nadine M.

Adolescent Outcomes for Hyperactive Children--Perspectives on General and Specific Patterns of Childhood Risk for Adolescent Educational, Social, and Mental Health Problems.

PUB DATE- 87

NOTE- 39p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Adolescent Development; Adolescents; Behavior Disorders; *Behavior Patterns; Child Development; Demography; Early Childhood Education; Elementary Secondary Education; Emotional Disturbances; *Environmental Influences; Family Influence; High Risk Persons; *Hyperactivity; Individual Characteristics; Interaction; Learning Problems; Longitudinal Studies; Models; Path Analysis; Personality; Physical Health; *Predictor Variables; *Psychological Patterns

An interactional model explaining predisposition to hyperactivity asserts that being identified, diagnosed, and treated as hyperactive is a function of biological factors, early health and temperament, family characteristics, and the quality of the home environment. A longitudinal study involving 367 subjects, aged 17-18, tested the interactional model to determine the relative contributions of these factors during infancy, preschool, and elementary school years to a variety of adolescent outcomes.

Patterns of individual characteristics and environmental process variables were found to be predictive of several adolescent outcomes. Early biological factors and the child's health and early temperament were predisposing for the adolescent mental health problems of depression, aggressive and nonaggressive conduct disorders, and hospitalization for psychological treatment. The effects of later familial, social, and cognitive factors were even more important in shaping educational outcomes. In other outcomes, such as substance use, delinquency, and alternate living situations, the early predisposing factors shared equally with the elementary school variables in explaining the outcomes. (Six pages of references and three tables are provided.) (JDD)

ED 296 569 EC 210 339

Howley, Craig
Intellectually Gifted Students: Issues and Policy Implications. Policy Issues.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 47p.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academically Gifted; Acceleration (Education); *Definitions; *Educational Policy; Elementary Secondary Education; Enrichment Activities; National Surveys; *Program Effectiveness; Resource Room Programs; Student Educational Objectives; Teacher Education

The paper examines policy issues in the area of gifted education. The first section reviews the problem area including definitions of giftedness and aims of gifted education. The next section briefly outlines major research influences which focus on learning rate, socialization, school achievement, and life achievement. The third section reviews regional and national provisions for gifted students which discuss early provisions, the surveys of Sidney Marland and Patricia Bruce Mitchell, and the two recent surveys of P. O'Connell and June Cox. The final section of the paper discusses issues that decision makers need to consider when they plan policy initiatives. Structured around three themes--substantive aims, effective programs, and state-level administrative leadership--the section synthesizes policy implications, and describes and gives exemplary language for five policy recommendations. The following five policy initiatives are encouraged: (1) clarify definitions and aims; (2) increase the number of effective program options; (3) recruit good teachers for gifted students; (4) improve training for teachers of gifted students; and (5) strengthen state-level support for gifted programs. (DB)

ED 296 599 FL 017 511

Foreign Language/Intercultural Program. You and I (Kindergarten). DS Manual 2650.0.

Dependents Schools (DOD), Washington, D.C.

PUB DATE- Apr 88
NOTE- 36p.; For related documents, see FL 017 512-520.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cross Cultural Training; Cultural Awareness; Curriculum Guides; Educational Objectives; *Experiential Learning; Field Trips; Kindergarten; Primary Education; Second Language Instruction
IDENTIFIERS- *Dependents Schools

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The kindergarten guide contains units on self-identity, socialization, traffic safety rules, safety and seasonal changes, customs and traditions, community helpers, food production in the host nation, physical education, the arts, and pets and favorite animals. The guide is illustrated with student art. (MSE)

ED 296 710 IR 013 393

Hunka, S.
Computer Assisted Instruction Authoring System. Final Report. Appendix A: Photographs of Some Screen Displays. Experimental Authoring System (XAS). Appendix B: Author Manual for the DERS Interactive Experimental Authoring System (XAS). Appendix C: Syntax of Implementation Two. Computer Assisted Instruction Authoring System.
Alberta Univ., Edmonton. Div. of Educational Research Services.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
REPORT NO.- RIR-87-5; RIR-88-2; RIR-88-3
PUB DATE- 6 Feb 88
NOTE- 363p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; Computer Graphics; Computer System Design; *Courseware; *Minicomputers; Programing; *Programing Languages; Screens (Displays); *Specifications

This project report details the design of an interactive authoring system for the development of computer assisted instructional (CAI) software. This system is possible because the development of more powerful computing and software systems has facilitated authoring systems which allow the development of courseware in an interactive mode and without formal programming. The major CAI programming languages and emerging authoring systems are reviewed first, and specifications for the design of authoring systems are noted. Included in these specifications are those used in the development of this system, as well as those of a more general nature related to subsystems that support the authoring environment. The design and implementation of an interactive authoring system for the DEC VAX series of minicomputers is then detailed, including the creation of instructional graphics and instructional templates, and recommendations are made for the improvement of authoring system designs. The text is supplemented by various figures, and a 67-item bibliography is provided. Appendix A provides photographs of some of the screen displays of the experimental authoring system; Appendix B is a separate manual for the author using the system to create courseware; and Appendix C presents the syntax of the control, content, display, answer, input, and menu languages and expressions syntax used in the second implementation of the authoring system. This syntax is written in the Elf language, which was designed and developed by Alan Davis of the Division of Educational Research Services (DERS) at the University of Alberta. (EW)

ED 296 765 JC 880 325

Job Satisfaction among Community College Faculty. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-JC-88-03
PUB DATE- Jun 88
NOTE- 6p.
CONTRACT- RI-88-062002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Faculty; Community Colleges; *Faculty College Relationship; *Job Satisfaction; Research Design; Teacher Burnout; Teacher Characteristics; *Teacher Morale; Two Year Colleges
IDENTIFIERS- ERIC Digests

Studies of job satisfaction among community college faculty use a variety of theoretical constructs and measure widely different dimensions of satisfaction. Research on the effects of working conditions on faculty attitudes has shown consistently that interaction with students and peers and privacy within the classroom are major sources of satisfaction, while faculty are less satisfied with the time available to them to prepare for class or keep up to date in their field, the lack of recognition for professional growth, and the lack of support for instruction. Other researchers have focused on the intrinsic variables affecting job satisfaction, showing how age, commitment to a community college career, and the emotional responses of faculty relate to work attitudes. Most researchers are concerned with utilizing their findings to effect changes in the institutional environment that will prevent faculty stagnation and burnout and enhance creativity and vitality. Recommendations include encouraging diversity in faculty work tasks and the skills used to accomplish them, hiring faculty for 12 rather than 9 months, restructuring sabbaticals to promote retraining, and adjusting salaries and bonuses to recognize teaching excellence in tangible ways. (MDB)

ED 296 794 PS 017 446

Divine-Hawkins, Patricia; Collins, Raymond C.
Employer Supported Child Care: Investing in Human Resources. Executive Summary of the National Employer Supported Child Care Project.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Jul 83
NOTE- 27p.; For full report, see PS 017 449.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; *Employer Supported Day Care; *Financial Support; *Flexible Working Hours; *Fringe Benefits; Guidelines; *Information Services; Profiles; *Program Descriptions; Program Development

Based on the experiences of 415 employers who had child care programs in 1982, this paper summarizes material presented in the major report of the National Employer Supported Child Care Project (NESCCP). Initiated in response to employers' growing interest in child care, the NESCCP aimed to assist businesses by: (1) describing existing employer-supported child care activities throughout the United States; and (2) developing materials to help employers determine whether child care might make sense for their organization and, if so, how to set up an appropriate program. The project was conducted between 1981 and 1983 by the Child Care Information Service of Pasadena, California. Sections of this executive summary focus on the context for employer-supported child care, benefits of child care for employers, characteristics of employers and their child care programs, tax advantages for employers who support child care, further steps for employers who may wish to become involved in child care, and employer-supported child care options. Four categories of options are described: flexible personnel policies, information programs, financial assistance, and direct services. (RH)

ED 296 849 RC 016 672

Reck, Una Mae; And Others
Ethnicity and Education in Southern Appalachia: Three Case Studies.
PUB DATE- 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; *Dropout Attitudes; Educational Environment; *Ethnicity; High Schools; *Parent Attitudes; *Rural Urban Differences; School Holding Power; Social Discrimination; Sociocultural Patterns; *Socioeconomic Influences; Student Adjustment
IDENTIFIERS- Appalachia (South); *Appalachian People

Case studies of a Southern Appalachian urban middle-class family, a rural lower-class family, and a rural middle-class family illustrate the nature of Appalachian ethnicity and its relationship to school experience. The variables of ethnicity, socioeconomic class, and rural/urban residence are investigated through structured interviews with parents and their children who are either high school students or recent dropouts. The interviews gather data on attitudes about and experiences of schooling and education, life history, social network, ethnicity, and family and kinship. The case studies indicate that while cultural, symbolic, and structural Appalachian ethnicity is related to a more negative school experience, residence and socioeconomic class are strong mediating factors. Urban, middle-class Appalachians have a more positive school experience. Teachers and school administrators are advised to be sensitive to these factors in terms of understanding the school experience of Appalachian students. The document includes 20 references. (CS)

ED 296 469 EA 020 151

Whitman, Benjamin
Working Bibliography of Independent Schools.
PUB DATE- 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Educational History; Elementary Secondary Education; *Fiction; Guides; *Private Schools; *School Administration

This bibliography on independent schools is divided into seven sections. Secton I, "General History and Sociological Perspectives," lists 3 articles and 25 books. Section II, "Individual School Histories," contains 45 book titles. Part III, "Administration of Independent Schools," has 19 refereneces. Part IV, "Teaching in Independent Schools," contains six references. Part V, "Independent School Fiction," lists one prose anthology and five novels. Part VI lists 9 guides to independent schools, and part VII lists 3 bibliographies. (MLH)

ED 296 483 EA 020 204

Greer, John T.
The Danforth Program for the Preparation of Principals: A Project Update. "Changing Roles and Power Relationships."
PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *College School Cooperation; Elementary Secondary Education; Higher Education; Principals; *Program Effectiveness; School Districts; Teacher Attitudes; Universities
IDENTIFIERS- *Danforth Foundation

Over the years, admissions to programs of educational administration have been in the control of university personnel. Under the 18-month Danforth Request for Proposals projects, school districts and universities were to share responsibilities for the admission of program participants, and also for program content, fulltime internships, and the placement of program graduates in administrative positions. The sharing of responsibilities for admission and program content assumed different shapes, depending on the university involved. Few of the districts could furnish full time internships due to obstacles such as cost and principals' opposition to participants leaving their designated work for 10-week or longer periods. University personnel were skeptical toward shared responsibility for admissions and program content, whereas school district personnel were enthusiastic; university personnel liked the idea of full time internships, while school districts had difficulties in implementing them; and university personnel supported the policy of guaranteed administrative placement, whereas school district personnel saw this policy as a threat. Essentially, the results of the program show that cooperation between universities and school districts is difficult. Since funding has ceased, the continuation of the program at each site is questionable. (RG)

ED 296 584   FL 017 464

Innovative Staff Development Approaches. New Focus, NCBE Occasional Papers in Bilingual Education, No. 4.
National Clearinghouse for Bilingual Education, Wheaton, MD.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 87
NOTE- 9p.
CONTRACT- 300860069
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Bilingual Education Programs; Course Content; Educational Innovation; Elementary Secondary Education; English (Second Language); *Limited English Speaking; *Program Design; *Staff Development; *Teacher Education

A review of the literature on staff training for individuals working in programs for limited-English-speaking students suggests that eight characteristics should be considered and developed in a training plan: governance, needs assessment before program planning, analysis of local and other resources, determination of training objectives, trainee attendance incentives, a variety of training options, follow-up training, and evaluation of training program effectiveness. Discrepancies between these ideals and existing program characteristics persist. Research on effective program models reveals four types: social, information processing, personal, and behavioral systems models. Four program components, used in various combinations, appear to be necessary in an effective teacher learning process: theory, demonstration, practice, and feedback. Five approaches based on cooperative professional development, each using teacher teams for feedback through social support, focus on professional dialogue, curriculum development, peer supervision, peer coaching, and action research. Training programs exemplifying these trends include the Multidistrict Trainer of Trainers Institute (California and New York), the Bilingual Education Training Institute (New Jersey Department of Education), and the Language Development Specialist Academy (Hunter College, New York). (MSE)

ED 296 641 HE 021 505

Dagg, Anne Innis; Thompson, Patricia J.
MisEducation: Women & Canadian Universities.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-0318-7
PUB DATE- 88
NOTE- 135p.
AVAILABLE FROM- The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 ($15.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Environment; *College Students; Educational Discrimination; *Females; Higher Education; Males; *Sex Bias; *Sex Discrimination; Sexual Harassment; Student Attitudes; Teacher Attitudes; Universities; *Women Faculty; *Womens Education; Womens Studies
IDENTIFIERS- *Canada

This book is intended to point out the extent of sexual discrimination and bias that occurs in Canadian universities; to reveal the anti-woman ambience that presently exists in academia, undermining the confidence and self-respect of women scholars; and to offer recommendations for action that would greatly ameliorate the situation of university women. Results of surveys, statistical data, and other evidence and information are presented in the following chapters: (1) "Realities of Student Life"; (2) "Science and Engineering"; (3) "Arts, Law, and Medicine"; (4) "Traditional 'Feminine' Disciplines"; (5) "Women's Studies"; (6) "Research"; (7) "Administrations, Professors, and Staff"; (8) "University Services"; (9) "Sexism, Sexual Harassment, and Violence"; and (10) "What's To Be Done" (specific recommendations for action, organized according to the book's chapter headings, that range from immediate and individual actions to long-range and university-wide plans of action). A selected bibliography of 134 references is appended. (KM)

ED 296 696 IR 013 268

Flagg, Barbara N.
Formative Evaluation in the Development Phases of a College Telecourse.
PUB DATE- Oct 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Television; Evaluation Criteria; *Formative Evaluation; Higher Education; Instructional Effectiveness; *Material Development; *Mathematics Instruction; Pretests Posttests; Statistics; Teacher Characteristics; *Telecourses

This paper summarizes formative evaluation activities during the development of a pilot program by the Consortium for Mathematics and Its Applications for a telecourse on introductory data analysis. These activities included: (1) two major design activities--selection of a statistician host teacher and script development; (2) production phase activities--testing of the rough-cut pilot with students and statistics faculty in order to assess the appeal, comprehensibility, and recall of the materials; and (3) implementation activities--viewing of the pilot unit by students in statistics classes across the country, who also read the associated textbook materials and did the appropriate homework exercises. (The formative evaluation plan for the rough-cut pilot has been replicated for the final version of the television program.) Pretest-posttest performance by 300 students demonstrated a significant increase in achievement of the learning objectives. Included are six figures showing evaluation questions, findings, and actions taken for the three phases as well as data on recall, appeal, and comprehensibility. (MES)

ED 296 724 IR 052 380

ACRL Guidelines and Standards, 1974-1988.
Association of Coll. and Research Libraries, Chicago, Ill.
PUB DATE- 88
NOTE- 88p.
AVAILABLE FROM- ALA Publishing Services, 50 East Huron Street, Chicago, IL 60611. Single copies are free while supplies last. Additional copies are $1.00 for each of the individual titles.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Libraries; Access to Information; *Administrative Policy; Archives; Audiovisual Instruction; Branch Libraries; Collective Bargaining; Educational Resources; Faculty; *Guidelines; Higher Education; *Librarians; *Library Standards; Professional Education; *Research Libraries; Two Year Colleges
IDENTIFIERS- Extended Campus Library Services; Professional Ethics; Rare Books

Twenty separate sets of guidelines and statements of standards from the Association of College and Research Libraries (ACRL) are contained in this collection. These include: (1) Standards for Faculty Status for College and University Librarians (1971); (2) Joint Statement on Faculty Status of College and University Librarians (1974); (3) Standards for Ethical Conduct for Rare Book, Manuscript, and Special Collections Librarians (1987); (4) Statement on the Terminal Professional Degree for Academic Librarians (1975); (5) Guidelines and Procedures for the Screening and Appointment of Academic Librarians (1977); (6) Guidelines for Two-Year College Learning Resources Programs (Revised, 1981); (7) Statement on Quantitative Standards for Two-Year Learning Resources Programs (1979); (8) Statement on Collective Bargaining (1975); (9) Joint Statement on Access to Original Research Materials (1979); (10) Guidelines on Manuscripts and Archives (1977); (11) Guidelines for Audiovisual Services in Academic Libraries (1988); (12) Guidelines for Bibliographic Instruction in Academic Libraries (1977); (13) Standards for University Libraries (1979); (14) Guidelines for Branch Libraries in Colleges and Universities (1975); (15) Standards for College Libraries (1986); (16) Guidelines on the Selection of General Collection Materials for Transfer to Special Collections (1988); (17) Guidelines for the Security of Rare Book, Manuscript, and Other Special Collections (Draft II, 1982); (18) Guidelines Regarding Thefts in Libraries (1988); (19) Guidelines for Extended Campus Library Services (1981); (20) Access Policy Guidelines (1975); and (21) The Mission of a University Undergraduate Library: Model Statement (1988). (CGD)

OMS 1987 Annual Report.

Association of Research Libraries, Washington, D.C. Office of **Management** Studies.

PUB DATE- 87
NOTE- 67p.; For the 1986 annual report, see ED 283 522.
AVAILABLE FROM- Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave. NW, Washington, DC 20036 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Annual Reports; Clearinghouses; Higher Education; Inservice Education; Library Acquisition; *Library Administration; *Library Collection Development; Library Collections; *Library Research; *Management Development; Preservation; Program Implementation; *Research Libraries; Staff Development
IDENTIFIERS- *Association of Research Libraries

Designed to serve both as an activity report on Office of Management Studies (OMS) progress during 1987 and a catalog of OMS services and products, this annual report focuses on the management of technology in a scholarly environment. Programs and services are reported in five sections: (1) Applied Research and Development (the Institute on Research Libraries for Library and Information Science Faculty, the North American Collections Inventory Project, Canadian Collections Inventories Plan); (2) Academic Library Program (Leadership Development Program, Preservation Planning Program, Public Services Study, Collection Analysis Project, Organizational Screening, Planning Program for Small Academic Libraries, Academic Library Development Program, Management Review and Analysis Program); (3) Systems and Procedures Exchange Center (SPEC) (Collaborative Research Writing Program, SPEC Kits and Flyers, New Publications, Automation Inventory, Electronic Communication and Data Sharing, Professional Staff Age and Turnover Study); (4) Organizational Training and Staff Development (Basic Management Skills Institutes, Advanced Management Skills Institutes, Library Analytical Skills Institutes, Special Focus Workshops, Consultation for In-House Programs); and (5) Priorities for 1988 (Research and Development, Academic Library Program, Systems and Procedures Exchange Center, Organizational Training and Staff Development). Lists of articles and presentations by OMS staff and OMS publications are also included, as well as forms for ordering SPEC kits (individual and series subscription) and registering for 1988 institutes. (EW)

ED 296 820 RC 016 599

Rios, Betty Rose D.
"Rural"--A Concept Beyond Definition? ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-88-09
PUB DATE- Mar 88
NOTE- 12p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
CONTRACT- 400-86-0024
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Size; *Definitions; Demography; Enrollment; Geographic Distribution; Local Issues; Qualitative Research; *Rural Areas; *Rural Education; *Rural Schools; School District Size; School Size; Social Environment; *Socioeconomic Influences
IDENTIFIERS- *Conceptual Approach

Defining the concept "rural" to the satisfaction of demographers, policymakers, educational researchers, sociologists, journalists, and legislators is an ongoing and complex problem. As a sampling of definitions used by different researchers/agencies illustrates, the two categories of definitions of rural--qualitative and quantitative--generally spring from different needs. Agencies and researchers need quantitative measures that can be easily manipulated, sorted, and compared. Others who are closely involved know that their part of rural America is qualitatively different from other rural areas. These two divergent needs, to quantify and to qualify, present a dilemma in terms of access to resources and programs for rural America and for rural education. It is difficult to capture qualitative measures in ways that readily translate to legislation, policy, or management. Further, rural America's insistence that it is not only different, but has differences within itself, is both its strength and its weakness. The inability to present a unified, powerful rural America to legislators and other policymakers ensures that rural issues, such as education, will continue to suffer from a lack of recognition and resources. Twenty-three references are appended. (JMM)

ED 296 834 RC 016 648

Meehan, Merrill L.; DeYoung, Alan

A Demographic Study of Rural, Small School Districts in Four Appalachian States. Occasional Paper 025.

Appalachia Educational Lab., Charleston, W. Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 87

NOTE- 130p.

CONTRACT- 400-86-0001

AVAILABLE FROM- Appalachian Educational Laboratory Inc., P.O. Box 1348, Charleston, WV 25325 ($11.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110)

DESCRIPTORS- Consolidated Schools; Elementary Secondary Education; Expenditure per Student; Literature Reviews; Rural Population; *Rural Schools; Rural to Urban Migration; *School Demography; School District Size; *Small Schools; Statistical Surveys; Student Transportation

IDENTIFIERS- *Appalachia; Conant (James Bryant); Rural Education Association; *Small School Districts

Data gathered from a review of the literature, state department of education personnel, and directories of school districts are used to report on small school districts in Kentucky, Tennessee, Virginia and West Virginia. Enrollment size of school districts, expenditures per pupil, transportation costs per pupil, and student density were computed for the study area. Only student density proved a useful index to rurality. The review of the literature notes that educational research has shown an urban bias and that problems and strengths of rural schools has been researched outside of the educational research community. Other discussion notes that further research should seek to develop data on family income and building-level enrollment. Statistical information is presented in 47 tables and 93 references are appended to the review of the literature. (SKW)

ED 296 497 EC 210 261

deBeer, W. H. J.
Organic Chemistry for the Gifted.

PUB DATE- Jun 84
NOTE- 12p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; Computer Uses in Education; Curriculum; *Enrichment Activities; Foreign Countries; *Gifted; *Organic Chemistry; *School Business Relationship; *Science Instruction; Secondary Education
IDENTIFIERS- *South Africa

In response to a serious shortage of chemists in South Africa, gifted secondary school students are enrolled in an enrichment program in organic chemistry and encouraged to consider chemistry or one of its related fields as a career. The introductory portion of the program involves approximately 90 hours over a 3-year period while the advanced portion takes 120-160 hours over 3 years. Students are introduced to the chemical industry, the methods and instruments it uses, and the products it manufacturers. They are made acquainted with basic techniques through experiments. The course outline includes the following topics: (1) an introduction to organic chemistry; (2) human chemical intervention; (3) the alkanes, alkynes, halo-alkanes, alcohols-alkanols, alkanals and alkanones, and alkanoic acids and derivatives; (4) drugs; (5) polymers; (6) South African chemical industry; (7) chemistry and agriculture; (8) chemistry for fire technology; (9) chemical explosives; and (10) practical work (e.g., chemiluminescence, distillation, fractional distillation, fermentation). Future plans include enhancement of the computer instruction component, improving opportunities for visiting industrial sites, and encouraging students to publish. (VW)

ED 296 513 EC 210 281

McDaid, Janet L.
Special Education Annual Program Evaluation. Evaluation Department Report No. 473.
San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- 6 Oct 87
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Agency Cooperation; Coordination; Demography; Demonstration Programs; *Disabilities; Elementary Secondary Education; Eligibility; Emotional Disturbances; Handicap Identification; *Mainstreaming; *Program Evaluation; *Referral; *Special Education; *Student Characteristics; Student Evaluation; Student Placement
IDENTIFIERS- *San Diego City Schools CA

The Evaluation Department of San Diego (California) City Schools develops and implements an annual evaluation plan aimed at improving special education programs, as required under California's Master Plan for Special Education. The studies contained in the 1986-87 evaluation are presented in three sections: (1) demographic information about the student population, (2) evaluation of the special education referral process, and (3) studies of instruction and services provided in least restrictive environment settings. The demographic section considers numbers of pupils by handicapping categories, instructional settings, racial/ethnic groups, and age groups, as well as the number of decertified pupils in similar categories. The evaluation of the referral process analyzes: the effectiveness of identification, assessment, and eligibility policies and procedures; types of prereferral interventions attempted; and the extent of interagency collaboration. The section on least restrictive environment settings focuses primarily on evaluating an integration pilot project at Perry Elementary School and evaluating the mainstreaming of secondary-level seriously emotionally disturbed pupils. (Author/JDD)

ED 296 527 EC 210 295

MacLeod-Gallinger, Janet

The Secondary School Graduate Follow-Up Program for the Deaf. A Longitudinal Look, 1981 to 1985.

Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 15 Mar 87
NOTE- 23p.; A product of the Division of Career Opportunities. For related document, see EC 210 294.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; Comparative Analysis; Continuing Education; *Deafness; Degrees (Academic); *Educational Trends; *Employment Level; *Employment Patterns; Graduate Surveys; *Hearing Impairments; *High School Graduates; High Schools; Labor Force; Longitudinal Studies; Occupational Surveys; Postsecondary Education; Salaries; Unemployment; Vocational Followup; Wages
IDENTIFIERS- *Secondary School Graduate Followup Prog for Deaf

The Secondary School Graduate Follow-Up Program for the Deaf gathered information from deaf high-school graduates of five classes (1978, 1979, 1980, 1981, and 1982). The majority of the 273 respondents, who responded repeatedly to surveying from 1981 to 1985, were between ages 20 and 25. The study sought to examine trends in the educational and vocational activities of deaf secondary graduates by applying a longitudinal sequential component to the project's data. Results included the following: At 1 year, 10 percent of the graduates had engaged in some type of continuing education, and by 5 years, over 60 percent had done so. Seventy-five percent of the respondents' degrees were earned in occupational areas, primarily in mechanical and engineering technologies and data processing. Labor force participation rates were approximately 10 percent below national rates for the same ages. Unemployment rates averaged 30 percent across all the surveys. Respondents were primarily employed in the manufacturing sector, followed by professional and related services and the retail trade industry. Mean weekly earnings increased over time and as educational level increased, although increments were small. (JDD)

ED 296 555 EC 210 324

Kinnison, Lloyd R.
Characteristics of Mildly Handicapped Students Served in Resource Rooms.
PUB DATE- Mar 88
NOTE- 24p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; Academic Achievement; Comparative Analysis; Elementary Secondary Education; *Grouping (Instructional Purposes); Intelligence Tests; *Mild Disabilities; Physical Disabilities; Reading Achievement; Resource Room Programs; *Student Characteristics; *Student Placement
IDENTIFIERS- Wechsler Intelligence Scale for Children

Cognitive and achievement levels were analyzed for 192 students (grades 1-12) served in generic special education resource rooms in a Texas community, using cognitive and achievement test data, service delivery information, and demographic data. Grade levels of the subjects were used as a constant in the data analysis. Among reported findings were that educable mentally retarded students were distinguished from other groups by low intelligence quotient (IQ) scores and overall academic achievement. The learning disabled group represented 74 percent of the total population, scored highest on all three IQ scores measured by the Wechsler scales, and were similar to the emotionally disturbed group on both cognitive and achievement measures. The emotionally disturbed group had slightly higher reading scores than the learning disabled group. Learning disabled, mildly emotionally disturbed, and orthopedically handicapped groups performed similarly on cognitive and achievement measures. Nine data tables are included. (JW)

ED 296 600 FL 017 512

Foreign Language/Intercultural Program. Your Family and Mine (First Grade). DS Manual 2650.1.

Dependents Schools (DOD), Washington, D.C.

PUB DATE- Apr 88

NOTE- 34p.; For related documents, see FL 017 511-520.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Class Activities; Classroom Techniques; *Cross Cultural Training; Cultural Awareness; Curriculum Guides; Educational Objectives; Experiential Learning; *Family Life; Field Trips; Grade 1; Leisure Time; Primary Education; Second Language Instruction

IDENTIFIERS- *Dependents Schools

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The first grade guide contains units on the definition of a family, family members, family responsibility, family members as resources and important people, family customs and culture, family leisure time, and a variety of family daily living needs. The guide is illustrated with student art. (MSE)

ED 296 615 HE 020 917

Kantrowitz, Martin; And Others

Innovative Tracks at Established Institutions for the Education of Health Personnel: An Experimental Approach to Change Relevant to Health Needs. Proceedings of a Conference (Albuquerque, New Mexico, October 1986). World Health Organization Offset Publication No. 101.

World Health Organization, Geneva (Switzerland).

REPORT NO.- ISBN-92-4-170101-3

PUB DATE- 87

NOTE- 231p.

AVAILABLE FROM- World Health Organization, Publications Center, 49 Sheridan Avenue, Albany, NY 12210 ($23.40).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)

DESCRIPTORS- Case Studies; College Curriculum; Comparative Education; Educational Change; *Educational Innovation; *Education Work Relationship; *Experimental Curriculum; Foreign Countries; *Health Needs; Higher Education; *Medical Schools; *Nontraditional Education; Problem Solving; Program Descriptions; Program Implementation; Theory Practice Relationship

IDENTIFIERS- Chulalongkorn University (Thailand); Harvard University Medical School MA; Michigan State University; National Autonomous University of Mexico; Rush Medical College IL; Shanghai Second Medical University (China); University of New Mexico; University of the Philippines

A guide for educators seeking to reform programs and teaching methods at established medical schools is presented. Focused on practical problems, attention is directed to an innovative curricular track and the ideas, experiences, and discussions presented during a conference attended by educators at eight institutions that have used the track approach. The institutions, which are located in China, Mexico, the Philippines, Thailand, and the United States, have used the track approach to reform medical education to be more relevant to the health needs of given populations by using either problem-based or community-based learning in the educational process. Of concern are 23 strategies for using the track approach to implement change, with consideration of start-up, building support and overcoming resistance, evaluation, networking, and options for the future of the track. Features and experiences of the innovative track schools on seven points are compared, including motivation for seeking change, curriculum content, and policies governing admissions. Comparative information is summarized in an extensive table that illustrates common trends and differences in approaches, circumstances, or outcomes. Detailed case studies of the eight schools are also presented. (SW)

ED 296 628 HE 021 461

Foose, Robert A.; Meyerson, Joel W.
Alternative Approaches to Tuition Financing: Making Tuition More Affordable. A NACUBO Monograph.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE- 86
NOTE- 89p.
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, D.C. 20036-1178 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Educational Economics; *Educational Finance; *Family Financial Resources; Financial Needs; Financial Support; Higher Education; Instructional Student Costs; Student Costs; Student Financial Aid; Student Loan Programs; *Tuition; Tuition Grants; Work Study Programs
IDENTIFIERS- *Paying For College; Student Financial Contribution

A key factor in the overall financial strategy in the public and private sectors of American higher education involves helping students and families pay tuition and fees. This is because expenses have risen dramatically, tuition fees have outdistanced increases in federal student aid programs, and competition for students has increased. Several tuition funding and payment alternatives presently in use are described in this monograph which is based on a generic review of how colleges and universities help families and students pay tuition. The response to the request for information on this project was overwhelming and reveals a great diversity in tuition financing. Information is provided on the following: accelerated payment plans (prepayment plans, tuition stabilization plans, tuition futures, tuition gift certificates); delayed payment plans (installment plans, loan programs, commercial financing arrangement); pricing and discounted payment plans (differential pricing, retention plans, performance plans, volume discounts, lotteries, tuition matching, employee discounts); other techniques (credit card payment, electronic funds transfer, work programs); and tuition planning aids (family financial planning, effective presentation of plans). The appendix offers a financing options index by institution and by plan. Tables are included. (SM)

ED 296 654 HE 021 524

Lang, Melvin

Voices of the Disinvited: The Dream and Reality of Invitational Education for Underachieving and Apathetic Students.

PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9,1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Failure; *Apathy; Classroom Environment; College Instruction; Higher Education; Learning Problems; Low Achievement; Self Concept; *Student Attitudes; Student Characteristics; Student Motivation; Success; *Teacher Influence; *Teacher Student Relationship; Teaching Styles; *Underachievement

In many classrooms, there are a few students who become bored and indulge in reverie. They tend to be apathetic or indifferent to course activities, and attempts to get them interested via invitational approaches are often not successful. Some of these students are not aware of how their instructors view them or that there is a problem, and the rest are made aware of their image as the instructors offer unsolicited plans for dealing with their behavior patterns. Despite this awareness, many are not bothered by it. Other problems exist with bright students who achieve far below their potential. Underachievement is often related to goal orientation and how the student views himself in relation to the goal of graduation. Getting them to feel more "smart" than "dumb" is challenging for invitational education. Many students have a degree of fatalism or procrastination in their attitudes toward the direction of their college experience. Faculty members generally care about how their students are doing in areas other than their grades, but they often feel they do not do enough to help, and they claim to be unable to make the students understand themselves. Self-concept inviting teaching strategies from a study done in Hawaii in the early 1980s are explained. Students clearly recognize the difference between inviting and uninviting teachers. Several inviting activities and assignments that students engage in are described. Remarks by students involved in these activities are noted. It is found that these students begin to reflect more about their reasons for being in college, become clearer about their goals, and take more responsibility for them. They also begin to express themselves more positively. (SM)

ED 296 668 HE 021 571

Evaluating Courses for Inclusion of New Scholarship on Women.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

PUB DATE- May 88
NOTE- 5p.; Paper based on a questionnaire developed by the Women's Studies Program at Duke University, directed by Jean O'Barr.
AVAILABLE FROM- Association of American Colleges, Project on the Status and Education of Women, 1818 R Street, N.W., Washington, DC 20009 ($2.00, prepaid; 15-99 copies, $1.40 each; 100 copies or more, $1.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Curriculum; *Course Content; *Course Evaluation; *Females; Higher Education; *Questionnaires; Scholarship; *Womens Studies

Selected questions from a questionnaire that helps students evaluate how their course deals with women are presented. Some changes were made to this questionnaire, which was initially developed and used at Duke University (North Carolina). The survey also includes selected questions about classroom interaction. It can be used as is by individual students or faculty members to heighten awareness of women in the curriculum and/or to evaluate courses. It can be used in part; or it can be adapted for use by faculty, departments, or institutions with the results tallied for further evaluation. Selected survey multiple-choice questions cover: evaluation of course readings, evaluation of the syllabus, evaluation of the class, and overall course evaluation. Five essay questions are also included. Questions that can provide a frame of reference for further thinking are offered, since assumptions about gender may be explicit or implicit in many texts and topics assigned in the classroom. Five resources that provide historical accounts of new scholarship on women are identified, along with three basic bibliographic sources, and 12 selected overviews. (SW)

ED 296 683 HE 021 587

Newman, James F.
A Self-Study and Strategic Plan to Improve the Master of Business Administration Program at Dowling College.
PUB DATE- Apr 88
NOTE- 180p.; Ed.D. Requirements, Nova University. For related documents, see HE 021 594-595.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Business Administration Education; College Planning; Curriculum Development; Educational Planning; Educational Quality; Higher Education; *Masters Programs; *Program Development; *Program Evaluation; Questionnaires; *Self Evaluation (Groups); Specialization; Student Attitudes; Surveys; Teacher Attitudes
IDENTIFIERS- *Dowling College NY

This project was conducted to develop a strategic plan to improve the quality of the Master of Business Administration program at Dowling College (Oakdale, New York), focusing on the issue of specialization in the program, the importance of the curriculum in future careers, the quality of instruction, and the quality of college facilities and services. To determine perceptions of these issues, surveys were conducted of students attending during a preselected week, a random sample of half the alumni, and the 12 faculty members. The surveys showed general agreement that the program should have new specializations; that the preparatory courses prepare students for more advanced courses; that some courses are important to careers and others are no longer important; that the program has quality instruction; and that the workload is moderate. The survey results were used as the basis for a strategic plan for modification of the program and curriculum. The questionnaires and strategic plan are appended. Contains 109 references. (KM)

ED 296 752   JC 880 298

Novak, Virginia E.

Howard Community College Follow-Up of 1986 Graduates. Research Report Number 52.

Howard Community Coll., Columbia, MD. Office of Research and Planning.

PUB DATE- May 88
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Transfer Students; Community Colleges; *Employment Patterns; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Followup

In March 1987, Maryland's Howard Community College (HCC) conducted a follow-up survey of 1986 graduates to assess former students' perceptions of the college with respect to the achievement of their transfer and employment preparation goals. Questionnaires were mailed to 273 former students who had received an associate degree or certificate between July 1985 and June 1986, requesting information on their current employment/educational status, original educational goals and their attainment, influences on college choice, ratings of HCC, attendance patterns, and transfer experiences. Study findings, based on a 61% response rate, included the following: (1) two-thirds of all graduates were enrolled in programs designed to prepare them for immediate entry into a career, while one-third were in transfer programs; (2) Nursing, with 25% of the graduates, continued to be the most popular program; (3) 68% of the graduates were women, 19% were minority, and their median age was 29; (4) the reasons most frequently given for enrolling at HCC were convenient location, academic programs offered, and low cost; (5) the overall quality of the college and the quality of instruction were given ratings of very good or good by more than 85% of the respondents; (6) at the time of the survey, 83% of the respondents were employed and 42% were attending college; and (7) of the graduates whose goal was to prepare for employment, 97% had jobs and earned an average annual salary of $20,740. The survey instrument is appended. (MDB)

ED 296 780 PS 017 398

Simner, Marvin L.; Barnes, Michael J.

Relationship between Grade One Achievement and Academic Performance through High School.

PUB DATE- Dec 87
NOTE- 22p.; Paper presented at the Annual Conference of the Ontario Educational Research Council (29th, Toronto, Ontario, Canada, December 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Foreign Countries; *Grade 1; *High School Students; Identification; *Learning Problems; *Outcomes of Education; Predictor Variables
IDENTIFIERS- *Ontario

The major purpose of this study was to determine what relationship currently exists between grade 1 marks and later school achievement. Complete academic records were obtained on two samples of students from rural towns in Southwestern Ontario. Each sample contained all the children born between 1964 and 1971 who attended their town's major public elementary school from kindergarten through grade eight, and then completed their secondary education in the town's only public high school. Each student's marks in language arts and mathematics were recorded from final report cards issued in grades one through eight. At the high school level, each student's final grade point average was used as the single measure of overall high school performance. Findings, which were similar to those of research conducted more than two decades ago, indicated that children who experience considerable difficulty in mastering the grade 1 curriculum are likely to have serious learning problems well beyond their early school years. It is concluded that screening at the preschool level for the purpose of identifying children who are likely to have learning problems in grade 1 is clearly justified. (RH)

ED 296 809 PS 017 562

Willer, Barbara
Quality or Affordability: Trade-Offs for Early Childhood Programs? ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-86-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Child Caregivers; Comparable Worth; *Day Care; *Day Care Centers; Early Childhood Education; *Educational Quality; Family Role; Program Costs; Teacher Salaries
IDENTIFIERS- Day Care Licensing; ERIC Digests

The demand for child care services in the United States continues to grow, stretching the levels of program quality to the limit. In fact, the country is facing a crisis in child care. Affordable child care continues to be a major issue for many families. Solutions to the current crisis in child care must, in addition to insuring affordability, assure (1) the quality of programs; (2) adequate compensation for teachers; and (3) availability to all families. Many families are unable to afford the cost of child care; subsidies to these families would allow them access to quality programs. To fight the problem of high turnover rate among child care workers, substantial increases in wages and benefits are necessary. Licensing of early childhood programs is another important issue, and parents need to work with states to monitor program quality without hindering availability. An integrated approach to dealing with the day care crisis is essential; there can be no trade-offs between quality and affordability. (SKC)

RC

ED 296 850 RC 016 673

Moss, James R.; And Others
Utah Migrant Education Annual Summer Evaluation Report, 1987.
Utah State Office of Education, Salt Lake City.
PUB DATE- 87
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; English (Second Language); Migrant Children; *Migrant Education; *Migrant Programs; Migrant Youth; Parent School Relationship; Pretests Posttests; Program Evaluation; School Community Relationship; Student Records; Student Recruitment
IDENTIFIERS- *Migrant Education Program; Migrant Student Record Transfer System; *Utah; Wide Range Achievement Test

In 1987 Utah's migrant education program provided educational services to 744 K-12 students in summer programs at 11 locations. Wide Range Achievement Tests (WRAT) pretests and posttests provide placement information and a measurement of achievement in the areas of reading, spelling, and arithmetic. Results indicate improvement in all areas, but the most significant improvement was in reading. Observations and recommendations at each location address such concerns as placement, instruction, physical setting, planning, staff preparation, supervision, achievement, parental involvement, and equipment. The Migrant Student Record Transfer System, a national computer network facilitating the transfer of migrant student records, is a vital link in maintaining and updating important student information. Inservice training and coordination with the Utah Rural Development Corporation helped identify and recruit eligible students. Thirty-one tables show demographic information and test results. Included are the form used to sample parental response to the program. (SKW)

ED 296 470 EA 020 158

Webster, William E.
The High-Performing Educational Manager. Fastback No. 273.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-273-9
PUB DATE- 88
NOTE- 37p.; Sponsored by the Wayne State University Chapter of Phi Delta Kappa.
AVAILABLE FROM- Publications, PDK Foundation, 8th Street and Union Avenue, Box 789, Bloomington, IN 47402 ($.90 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrative Principles; Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Interprofessional Relationship; *Leadership Qualities; *Leadership Responsibility; *Management Development; Supervision; *Supervisory Training; Teamwork

This step-by-step guide is intended to help educators learn about the characteristics and activities of high-performing managers. It synthesizes the ideas of several experts on business management performance and includes examples of highly successful educational managers. It also briefly presents a comprehensive strategy that educational managers can adapt in whole or in part for improving their own management performance. The first section provides a checklist of characteristics of high performers. The second section describes the activities of high performers, including personal core values analysis, developing the mission statement, communicating the mission, reviewing progress, staying in touch with the people, understanding the changing environment, serving as motivator and teacher, and recognizing colleagues' special skills. The third section describes an approach to developing a personal work plan, while the final section offers tips for gathering and using data. Appended are questionnaires and personalized forms intended to help school managers analyze their current management style and compare it with the styles used by effective organizational leaders. (TE)

ED 296 570 EC 210 340

Wheels of Progress: Inservice Manual for Special Transportation Personnel.

Illinois State Board of Education, Springfield. Dept. of Special Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 34p.
AVAILABLE FROM- Illinois State Board of Education, 100 North First St., Springfield, IL 62777-0001.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Bus Transportation; *Disabilities; Discipline; Elementary Secondary Education; *Inservice Education; Paraprofessional Personnel; *Safety; Seizures; *Staff Development; *Student Transportation
IDENTIFIERS- Illinois

The manual is intended for training personnel who provide transportation services to handicapped students. Sections cover: types of special education transportation, state regulations (Illinois) governing special education transportation, major concerns of transportation providers, brief descriptions of the various areas of exceptionality (e.g. behavior disordered, early childhood, hearing impaired, learning disabled, mentally handicapped, physically handicapped, visually impaired), responsibilities of special education transportation personnel (including the transportation coordinator, the driver, and the transportation aide), special medical considerations and procedures for the transportation of handicapped students (such as management of students experiencing epileptic seizures), emergency suggestions and procedures for the transportation of handicapped children, suggested procedures for drivers when parents or guardians are not at home, and positioning and management of severely handicapped students. Appended are a sample letter to the parent or guardian, a sample policy statement for safety and discipline procedures regarding student transportation, sample rules of conduct, a daily transportation checklist, a sample disciplinary letter to parents, communication suggestions with special education students, and suggestions for student training. (DB)

ED 296 766 JC 880 326

Mabry, Theo
Alternative Scheduling. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-JC-88-2
PUB DATE- Apr 88
NOTE- 6p.
CONTRACT- RI-88-062002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Colleges; Cost Effectiveness; Program Costs; *Program Length; *Scheduling; *School Schedules; *Weekend Programs
IDENTIFIERS- ERIC Digests

Alternative scheduling provides community colleges with a means to adapt to declining enrollments and fiscal exigencies, and to respond the demand for accountability to students. Strategies such as departing from traditional semester- or quarter-length courses and developing weekend programs have been implemented at certain institutions to encourage college attendance among new segments of the local population. Other options, such as lengthening class periods or shortening the school week, have been pursued to reduce costs for students and/or the institution. (MDB)

ED 296 795 PS 017 447

Nemiroff, Joanne
Integrating Computers into a Reading Readiness Curriculum for Pre-Schoolers through Teacher Training and Computer-Assisted Instruction.
PUB DATE- 88
NOTE- 160p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Computer Literacy; *Computer Software; *Computer Uses in Education; *Curriculum Development; Curriculum Guides; Identification; Inservice Teacher Education; Learning Activities; Lesson Plans; Parent Attitudes; Preschool Children; *Preschool Curriculum; Preschool Education; Preschool Teachers; *Reading Readiness

An elementary school guidance counselor serving as a volunteer computer education consultant to a preschool implemented a practicum to introduce computers into a community center's preschool program. Goals were to: (1) provide teachers with the knowledge and understanding needed to operate a computer; (2) acquaint teachers with computer software that corresponded to the hierarchy of reading skills taught in the preschool; (3) instruct teachers in methods for integrating computers into the regular curriculum by writing and use of a computer curriculum guide; (4) provide assistance to teachers by working directly with their students as they used the computer and software. The computer curriculum guide relates particular reading readiness skills to specific computer software and follow-up activities and enables teachers to supplement their regular classroom instruction with computer activities. Practicum evaluation data indicated that outcomes were positive. Numerous related materials, including the 70-page computer-assisted reading readiness curriculum guide, are appended. The guide consists of four clusters of activities focusing on computer literacy, visual skills related to reading readiness, concept formation, and reading skills. Follow-up materials in the form of handouts provide activities supporting the lessons. (RH)

ED 296 542 EC 210 311

Gibbs, Elizabeth D.; Carswell, Lynn E.

Early Use of Total Communication with a Young Down Syndrome Child: A Procedure for Evaluating Effectiveness.

PUB DATE- 25 Mar 88

NOTE- 26p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Child Language; Comparative Analysis; *Downs Syndrome; Early Childhood Education; Educational Therapy; Expressive Language; Home Instruction; Intervention; Language Acquisition; *Language Handicaps; *Listening Comprehension; *Outcomes of Treatment; Play; Receptive Language; Sign Language; *Speech Communication; *Total Communication; Toys; Young Children

IDENTIFIERS- Developmental Therapy; *Early Intervention

Down Syndrome children exhibit language delays, particularly in expressive abilities, more severe than would be anticipated from their cognitive level alone. This research project sought to develop a procedure for introducing total communication into the home environment of prelinguistic Down Syndrome infants and for comparing the relative effectiveness of the oral and total communication approaches on an individual basis. A play-based language intervention was designed, using a single-subject simultaneous treatment design to evaluate a 14-month-old Down Syndrome child's progress in both speech and total communication modalities. Two equivalent 10-word sets were introduced during free play; with one set of 10 toys, manual signs augmented speech, while for the other 10 toys only speech was used. Results indicated that comprehension was not differentially affected by the type of communication approach used. However, the child was able to use manual signs expressively many months before any understandable words were used. His use of manual signs did not inhibit his use of speech. (Author/JDD)

ED 296 642 HE 021 507

Kroll, Claudia

Curriculum Change in a Baccalaureate Nursing Program: From the Medical Model to the Integrated Approach.

PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; College Faculty; College Programs; Course Content; Course Objectives; Course Organization; *Curriculum Development; Faculty Development; Higher Education; *Models; Nurses; *Nursing Education; Teacher Attitudes; Undergraduate Study

Nursing curricula have been revised numerous times over the years in response to changes in the health care arena, as well as societal demands and political and economic forces. One of the most dynamic shifts in nursing education in the last 25 years is the shift in focus from the medical model to an integrated approach. Faculty in university nursing programs found that the integrated model enhanced continuity and sequence, as well as promoting synthesis in learning. But the change to the integrated program was not made without considerable turmoil and occasional resistance on the part of the faculty. The progress of one baccalaureate program (at the Intercollegiate Center for Nursing Education in Spokane, Washington) toward this integration is described. The identified change approaches are summarized and evaluated according to some of the educational theory on change in curriculum. Five conclusions that can ease future curriculum transitions in university programs deal with the following factors: (1) input from individuals outside the organization is often necessary to stimulate the move; (2) perseverance by the coordinator and program director are needed to continue the work; (3) faculty resistance to curriculum change must be overcome; (4) inservice programs can help to expand knowledge of curriculum change needs; and (5) timetables can keep the organization moving. The paper contains 16 references. (KM)

ED 296 711 IR 013 394

Tanner, David E.
CAI and the High-Risk Student.
PUB DATE- 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Grade 11; *High Risk Students; High Schools; *Individualized Instruction; *Programed Instruction; *Remedial Instruction; Time Factors (Learning)
IDENTIFIERS- *Hawthorne Effect; *Learner Controlled Instruction

This study focused on the use of computer-assisted instruction with high risk students. Subjects were eleventh grade American history students who were presented the same material either by their regular instructor or by a computer sequence developed with an authoring system. Despite a statistically significant advantage for the conventionally-taught students at the time of the pretest, the group receiving computer-assisted instruction (CAI) had a statistically reliable advantage at the time the lessons concluded. It is suggested that this difference can be attributed to three factors: time factors involved in learning the lessons; the fact that students in the conventionally taught group could not make up work missed, but CAI group students could; and a Hawthorne effect whereby the improvement was due to a change in classroom regimen. Thus, it is suggested that CAI offers a potential for remedial instruction for the high risk student, but such CAI should be instructor-designed in order to maximize individualization of instruction. (EW)

ED 296 821 RC 016 602

Spears, Jacqueline D.

Education's Response to the Rural Crisis: Model Programs in the Midwest.

Kansas State Univ., Manhattan. Rural Clearinghouse for Education and Development.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- Dec 87

NOTE- 172p.; A product of the Action Agenda for Rural Adult Postsecondary Education.

AVAILABLE FROM- Rural Clearinghouse for Education and Development, 306 Umberger Hall, Kansas State University, Manhattan, KS 66506 ($15.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adult Education; *Adult Programs; Crisis Intervention; *Farmers; Postsecondary Education; Program Descriptions; Rural Education; Social Change; Social Problems; Social Services

IDENTIFIERS- *Action Agenda Project; *Farm Crisis; *United States (Midwest)

In 1986, it was reported by the U.S. Department of Agriculture that nearly one-third of U.S. commercial farmers were economically threatened. This monograph presents effective adult education programs developed in eight Midwestern states (Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, and South Dakota) in response to the farm crisis. An overview of the 93 model programs categorizes their services as efforts to provide: (1) information on the crisis; (2) direct assistance for legal, financial, or emotional problems created by the crisis; or (3) strategies of economic development, rural advocacy, or job training, designed to change the individual or overall situation. Descriptions of particular programs include the need addressed by the program, the service delivery strategy, the resources developed, the program outcomes, and the funding sources. Five indexes access the models alphabetically within each state and in terms of program type, sponsoring institution, specific population served, and general topics. Background on information-gathering and the techniques of model selection techniques; a guide for users of the directory; and appendices covering the case summary survey instrument, survey contacts considered by state teams, and total respondents to the survey are included. (SV)

The Native American Indian Early Childhood Education Program: A Sunset Review.

California State Legislative Analyst's Office, Sacramento.

PUB DATE- Jun 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Education; Cultural Education; *Early Childhood Education; Educational Legislation; Elementary Education; *Mathematics Achievement; Program Evaluation; *Reading Achievement; *Remedial Programs; Rural Schools; State Boards of Education; State Legislation; State Programs; Tutorial Programs
IDENTIFIERS- *California

This report contains the findings and recommendations of the California Legislative Analyst concerning the Native American Indian Early Childhood Education program. The program was established in 1972 to increase competence in reading and mathematics among American Indian students in California rural schools by intervening in prekindergarten through grade 4. In the 1986-87 school year, the program served 1,130 students in grades kindergarten through 4 from 23 schools in 11 districts. No prekindergarten projects were funded. Typically, the program provided supplemental services during regular school hours or tutoring after school. In analyzing the State Department of Education's (SDE) report on the program, the Legislative Analyst makes the following findings or criticisms: (1) an additional 2,400 students could potentially qualify for the program; (2) contrary to SDE policy, participating school districts use 2 to 5% of their state allocation to pay for indirect local administrative costs; (3) the SDE allocates funds based on the project rather than the number of students served, and the SDE favors renewal of current projects to the exclusion of new ones; (4) federally-funded Indian education programs provide some overlapping services to the same client population; (5) the SDE offers no specific evidence of the need for this program; and (6) there have been no evaluations of program effectiveness in the last 10 years. The Legislative Analyst recommends an extension of the program termination date to June 30, 1989, pending the completion of a comprehensive program evaluation by the SDE and the development of specified model projects that meet program goals. (SV)

ED 296 484 EA 020 207

Tierney, William G.
Dimensions of Culture: Analyzing Educational Institutions.
PUB DATE- Feb 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Awareness; Cultural Background; *Cultural Influences; *Cultural Traits; Higher Education; *Organizational Theories; Research Methodology; *Values

Cultural awareness in higher education helps to achieve organizational goals, analyze organizations, explain differences among organizations, and unify personnel. Cultural awareness is also important because culture influences the making and implementation of decisions. Two major research views regarding organizations and organizational culture have developed. First, the functional view regards organizational values as absolute, culture as an ontological entity, and culture as a product of the organization. Here, researchers examine causal laws, observable behaviors, and organizational structures. By contrast, the interpretive approach regards organizations as cultures that subjectively create their own realities. Here, researchers assess how personnel interpret their organizations. Under the interpretive paradigm, three facets of culture furnish a framework for interpreting culture in organizations. The structural facet concerns the ways in which organizations perform their activities; the environmental facet concerns the context of people, events, demands, and constraints; and the value facet concerns the beliefs, norms, and priorities held by personnel. Administrators and researchers should analyze culture in their own organizations to reduce conflict and to promote the sharing of goals. Appended are 34 references. (RG)

ED 296 498 EC 210 262

Connor, Frances P., Ed.
Critical Issues for Low Incidence Populations. Proceedings of the CEC Symposium on the Education of Children with Low Incidence Handicapping Conditions (Atlanta, Georgia, September 18-20, 1986). An ERIC Exceptional Child Education Report.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-177-3
PUB DATE- 87
NOTE- 107p.
CONTRACT- 400-84-0010
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($10.00, $8.50 member price; Stock No. B360).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Assistive Devices (for Disabled); *Child Advocacy; *Computer Uses in Education; Educational Practices; Educational Quality; Elementary Secondary Education; Incidence; Program Development; Program Effectiveness; *Special Health Problems; Teacher Qualifications; Teacher Responsibility; *Visual Impairments
IDENTIFIERS- *Low Incidence Disabilities

Proceedings of a 1986 symposium on the education of children with low incidence handicapping conditions focus on medically fragile children, advocacy, and technology. R. Dwain Blackston enumerates conditions affecting medically fragile children, family needs and stresses, and guidelines for effective family-staff relationships. Responses by Frances P. Connor and Barbara Sirvis discuss related factors affecting educational programming, including teacher competence and management problems in the school setting. Frederick J. Weintraub, in "Action Agenda to Improve the Education of Low Incidence Handicapped Children," elaborates on such policy issues as a lifelong continuum of educational opportunities and quality of education. Responses by June Mullins and Anne L. Corn address the limits of educational responsibility by special education teachers and issues of special concern to teachers of blind and low vision children. Lawrence A. Scadden describes the impact of technology on visually impaired children and youth, while Gail McGregor focuses on the use of technology in educational programs for multiply handicapped students. A response by Samuel Ashcroft notes the need to reduce the gap between the state of the art and the status of educational practice in the use of technology. A concluding statement by Vivian Correa summarizes the symposium's professional contributions. (JW)

ED 296 556 EC 210 325

Brady, Mary E.
Implementing a Service Delivery Program: Experiences in Pennsylvania.
PUB DATE- Mar 88
NOTE- 7p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); *Communication Aids (for Disabled); Computer System Design; *Delivery Systems; *Disabilities; Electronic Control; Electronic Equipment; Elementary Secondary Education; *Financial Support; Information Networks; Microcomputers; Physical Environment; Preschool Education; *Program Implementation; State Programs; Technical Assistance; Technology; Training
IDENTIFIERS- Augmentative Communication Systems; Pennsylvania

This paper describes one approach to providing communication aids, environmental controls, and computer access systems to handicapped children. The paper begins by defining "assistive device" and "rehabilitation technology." Service delivery issues include funding of high-cost device systems and provision of ongoing student evaluation, training, and follow-up therapies. The Pennsylvania Special Education Assistive Device Center has addressed these issues by developing a critical mass of technology availability and awareness in a segment of the preschool- and school-aged population. With adequate equipment, technical support, and training opportunities, a strong local network of expertise is formed. Using this approach, economies of scale and a cost-effective, ongoing service delivery system are being built. The Center has focused on communication, writing, and computer access aids more than on sensory, environmental control, mobility, or independent living aids. The Center operates an assistive device loan program. This program emphasizes cooperative relationships among agencies and students, local education agency responsibilities for insuring the equipment and guaranteeing its availability to students, and ongoing training activities. (JDD)

ED 296 585 FL 017 466

Robinson, Peter J.
Procedural and Declarative Knowledge in Vocabulary Learning: Communication and the Language Learner's Lexicon.
PUB DATE- Mar 88
NOTE- 44p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers cf Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Definitions; English (Second Language); *Language Usage; Second Language Instruction; Teaching Methods; *Vocabulary Development

A discussion of approaches for teaching foreign language vocabulary is based on the distinction between "declarative knowledge" of the meanings of words and the procedures used for achieving this declarative knowledge. These procedures form part of individuals' knowledge of how to negotiate meaning. It is proposed that a communicative view of the interactive nature of lexical negotiation requires that language instructors focus as much on procedures as on the more narrowly defined declarative meanings of words. This requires an approach to vocabulary development that is richer than traditional impoverished approaches that concentrate on building a store of definitional meanings. It is suggested that previously-developed theory on the four dimensions of communicative competence (Canale and Swain, 1980) be used to create exercises that address these dimensions lexically as a prelude to task-based vocabulary learning. The use of several exercise types in the classroom is described. Eighty-one references are listed. (MSE)

ED 296 601 FL 017 513

Foreign Language/Intercultural Program. Your Neighborhood and Mine (Second Grade). DS Manual 2650.2.
Dependents Schools (DOD), Washington, D.C.
PUB DATE- Apr 88

NOTE- 31p.; For related documents, see FL 017 511-520.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Class Activities; Classroom Techniques; *Community Characteristics; *Cross Cultural Training; Cultural Awareness; Curriculum Guides; Educational Objectives; Experiential Learning; Field Trips; Grade 2; *Neighborhoods; Primary Education; Second Language Instruction
IDENTIFIERS- *Dependents Schools

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The second grade guide contains units on life in neighborhoods, including the characteristics of a neighborhood, neighbors needing neighbors, environmental aspects of the neighborhood, cultural aspects, safety rules, transportation, communication, and changes in the neighborhood. The guide is illustrated with student art. (MSE)

ED 296 669 HE 021 572

Maryland Longitudinal Study. A Descriptive Overview. Research Highlights. Research Report No. 1.

Maryland Univ., College Park. Div. of Student Affairs.

PUB DATE- 86

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Black Students; *College Freshmen; Educational Background; Enrollment Trends; Higher Education; Institutional Research; *Longitudinal Studies; *State Universities; *Student Characteristics

IDENTIFIERS- *Maryland Longitudinal Study; *University of Maryland College Park

An overview of the Maryland Longitudinal Study (MLS) is presented, including information on the study's purpose, goals, features, subjects, and design. Features that make the study unique among collegiate longitudinal studies are identified. Information is provided on the study groups: a general representative sample of University of Maryland College Park freshmen and a group of black freshmen. Also included are a demographic description of the MLS participants, including such characteristics as age, sex, residence, high school background, parents' educational attainment, major sources of financial support, and reasons for earning a bachelor's degree. Attention is directed to the fourth and fifth years of the study and the self-reported enrollment patterns of MLS participants. University records of their academic and enrollment history as of June 1986 are summarized, reporting on such factors as latest division enrolled in, number of changes in declared major, cumulative grade point average, number of times on probation, academic dismissal, and graduation rate. The research methodology is described, along with the annual response rate of the participants, and limitations of the study. (SW)

ED 296 684 HE 021 588

A Self-Study, 1985-86.
Northeastern Oklahoma A and M Coll., Miami.
PUB DATE- 86
NOTE- 134p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accreditation (Institutions); Administrative Policy; *College Administration; College Admission; College Environment; *College Planning; College Programs; Enrollment Trends; Evaluation Criteria; Governance; Higher Education; *Institutional Evaluation; Mission Statements; Outcomes of Education; *Program Evaluation; Resources; School Community Relationship; *Self Evaluation (Groups); Student Attitudes
IDENTIFIERS- Northeastern Oklahoma A and M College

A self-study of Northeastern Oklahoma A&M College was conducted to: review progress on concerns cited by the last accrediting team; evaluate improvements attempted in all phases of college work; measure the college in terms of the North Central Association Commission's criteria for accreditation; and develop a comprehensive guide through the year 2000 by assessing current and projected resources, programs and clientele. Part I gives a brief history of the college and reaffirms the general institutional requirements for North Central accreditation. Part II is the institution's response to the 1977 visiting team's concerns and indicates the extent to which corrective action has been taken. Parts III to VII directly address the evaluative criteria for accreditation. Part III examines the college's mission statement and goals. Part IV evaluates the adequacy of the college's human, financial and physical resources, its programs and services, and the extent to which they are organized to meet the mission. Part V concerns accomplishments in meeting the mission in terms of student achievement, administrative and educational services, institutional life and student services. In Part VI, potential for accomplishment is predicted in the context of the institution's resources, environment and planning mechanisms. A summary assessment follows Part VI. Appended are basic institutional data forms, the college's mission statement and goals, lists of committees, data tables, and related materials. (KM)

Collis, Betty A.; And Others
A Manifold Model of Computer Access and Interaction for Secondary School Males and Females.
PUB DATE- Apr 88
NOTE- 98p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Equal Education; Foreign Countries; Goodness of Fit; *Mathematical Models; *Microcomputers; Secondary Education; *Sex Differences; Use Studies
IDENTIFIERS- Canada

Based on the concept of a mathematical manifold, the model developed for this study was designed to measure and provide insights into the interaction of gender and access to computers among Canadian adolescents, as well as the multiple situational and personal variables which can constrain or facilitate computer access for the adolescent. The model was tested on data gathered by questionnaire from 2,818 Canadian 11th grade students representing urban areas in all 10 Canadian provinces. The general manifold model was adapted to predict access in three different usage categories--recreational use, nonrecreational home use, and school use--and each of these adaptations was tested on the male and female data separately. Subsequent adaptations of the model to reflect hypotheses about gender differences in access patterns were also tested with the male and female data. The full models and the male and female models provided reasonable to strong fits for the data. These results offer insights into patterns of computer use by adolescents and support the viability of the manifold model as a theoretical framework for further research. Data tables and diagrams of the models are appended. (25 references) (Author/MES)

ED 296 725 IR 052 381

Daval, Nicola, Comp.; McConnell, Margaret, Comp.
ARL Statistics, 1986-87. A Compilation of Statistics from the One Hundred and Eighteen Members of the Association of Research Libraries.
Association of Research Libraries, Washington, D.C.
PUB DATE- 88
NOTE- 100p.; For 1985-86 ARL statistics, see ED 285 594.
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Ave., N.W., *Washington, DC 20036 ($15.00 for members; $20.00 for* nonmembers).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Data Collection; Doctoral Degrees; Enrollment; *Evaluation Methods; *Expenditures; *Library Personnel; *Library Statistics; Library Surveys; *Operating Expenses; Questionnaires; *Research Libraries; Salaries
IDENTIFIERS- Canada; United States

This report presents data, describing mostly on-site institutional resources, from the 118 U.S. and Canadian research libraries that were members of the Association of Research Libraries (ARL) during the 1986-87 fiscal year. The following information is included in the document: (1) ARL library data tables reflecting data on collections, interlibrary loans, personnel, and expenditures of each of the 118 research libraries; (2) an analysis of selected variables which summarizes the basic data in the ARL library data tables; (3) Ph.D., faculty, and enrollment statistics; (4) summary of rank order tables of university libraries; (5) rank order tables of university libraries including such data as volumes in library, current serials, materials expenditures, monographs purchased and expenditures for monographs, total items borrowed and loaned, and professional and nonprofessional staff; (6) the ARL statistics questionnaire, 1986-1987; (7) footnotes to the ARL statistics, 1986-1987; and (8) "library expenditures as percentages of university expenditures" (a supplemental separately-issued four-page special report). (CGD)

ED 296 739   IR 052 403

Davis, Jinnie Y.; Abbott, John P.
Remote Access to Online Catalogs. SPEC Kit 142.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Mar 88
NOTE- 135p.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, 1527 New Hampshire Ave, NW, Washington, DC 20036 (prepayment required; members $10.00; non-members $20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Library Automation; Library Catalogs; *Library Instruction; Library Research; Library Surveys; Microcomputers; *Online Catalogs; *Online Systems; *User Needs (Information)
IDENTIFIERS- *Remote Electronic Access Delivery of Information

This survey of 57 members of the Association of Research Libraries (ARL) examines technical and management issues in providing remote access to their online catalogs, as well as with instructions and services for remote users. It is noted that most ARL libraries have not yet conducted studies to project the extent of use of remote access, although it is a viable reality in more than half of them, and more respondents believe it is too soon or the issues are too complex to identify causal relationships between the introduction of remote access and changes in other library services. In addition to the complete survey instrument and a summary of the findings of the survey, this kit contains examples of instruction for remote access users from the University of Kentucky, Ohio State University, and the University of California at Berkeley; examples of user aids from the University of California at Berkeley, University of Cincinnati, Georgetown University, Northwestern University, Virginia Polytechnic and State University, Wayne State University, Ohio State University, University of Waterloo (Ontario), North Carolina State University, and University of Utah; and materials on management of remote access, including job descriptions, from the University of Illinois and Rice University; a policy statement from the University of Kentucky; formats for user input from Michigan State University, State University of New York at Albany, and Dartmouth College; and access proposals from the University of Pittsburgh, University of Tennessee, and North Carolina State University. (9 references) (EW)

ED 296 753 JC 880 308

Vilarino de Medina, Ivonne
Fact Book, 1986-87.
Puerto Rico Univ., Ponce. Ponce Technical Univ. Coll.
PUB DATE- Nov 87
NOTE- 70p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; *College Faculty; College Libraries; *Educational Finance; *Institutional Characteristics; School Personnel; *Student Characteristics; Student Personnel Services; Technical Institutes; Two Year Colleges; *Two Year College Students

Designed as a reference tool for faculty, staff, researchers, and proposal writers, this fact book compiles 1986-87 institutional statistical data (in 49 tables) on academic, student, and administrative affairs at Ponce Technological University College (PTUC). The first section focuses on academic areas, presenting information on enrollment by program, degree level, status, and sex; sources, achievement test scores, family income, and father's education of incoming freshmen; enrollment of transfer students from other institutions; distribution of suspended or probationary students by major; degrees awarded by program; distribution of full-time equivalent (FTE) faculty by program; faculty promotions, tenure, leaves, contract types, and average teaching load; institutionally supported projects and scientific research; audiovisual budget, resources, and use; distribution of service orders; and library expenditures, resources, use, and personnel. Next, the section on student affairs provides information on financial aid awards, funds granted to students by private donors, use of counseling services by high school students, services offered by the orientation office, sports events, and extracurricular activities. The final section covers administrative concerns, including facility use, budget distribution, salaries of student services and other personnel, distribution of equipment and supply costs by program, and utilities costs. (EJV)

ED 296 781 PS 017 401

Hillman, Carol A.
Sex Role Development: Origins from Birth through Primiparous Parents' Buying Habits and Gifts Received.
PUB DATE- Mar 88
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Color; *Individual Development; Infants; Parents; Sex Differences; *Sex Role; *Sex Stereotypes; *Social Influences; Toys
IDENTIFIERS- *Buying Habits; *Gifts

This study investigated the construction of sexual identity and sex stereotypes. A total of 32 mainly Caucasian, married primiparous parents attending birthing classes participated in a study of their buying habits and gifts they received prior to and after the birth of their child, and hence, before and after the child's sex was known. Under both conditions, videotapes were made of purchases and gifts. The name, color, and other details were coded for each article. A total of 3,686 articles were recorded. Of these, only 653 were purchased by parents. Parents purchased more items before an infants' birth than after. More gifts were received before birth than after. In general, "society" gives most of its items to a primiparous parent with no knowledge of the sex of child. Items given solely to female babies were dresses, tights, and wash cloths. Items given solely to male babies were toy cars, stack up rings, suction cup toys, basketballs, rubber ducks, stuffed animal pigs, bats, footballs, pins, trucks, balls, changing pads, and activity blankets. White was the most common color. Sex differences were found in the colors of articles given the infants, in decals, and in toys. It is concluded that society defines infants through colors, toys, and decals they deem appropriate for the respective sexes. (RH)

ED 296 471 EA 020 159

Purkey, William W.; Novak, John M.
Education: By Invitation Only. Fastback No. 268.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-268-2
PUB DATE- 88
NOTE- 35p.; Sponsored by the Clearwater-St. Petersburg Florida Chapter of Phi Delta Kappa.
AVAILABLE FROM- Publications, PDK Foundation, 8th Street and Union Avenue, Box 789, Bloomington, IN 47402 ($.90 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affective Objectives; Educational Environment; Elementary Secondary Education; Foundations of Education; Holistic Approach; Humanism; *Humanistic Education; Humanization; Human Relations; Organizational Climate; *Progressive Education; Psychoeducational Methods; *Self Actualization; *Values
IDENTIFIERS- *Invitational Education

"Invitational Education" is a metaphor for an emerging model of the educative process consisting of four value-based assumptions about the nature of people and their potential: (1) people are able, valuable, and responsible and should be treated accordingly; (2) education should be a collaborative, cooperative activity; (3) people possess untapped potential in all areas of human endeavor; and (4) human potential can best be realized by places, policies, and processes that are specifically designed to invite development, and by people who are intentionally inviting with themselves and others, personally and professionally. This "fastback" presents a conceptual model for invitational education and suggests some practical strategies for making schools the most inviting place in town--intellectually, psychologically, and physically. Part 1 describes the assumptions, elements, and theoretical foundations of invitational education. Part 2 provides tips on translating theory into practice through transformation of the places, people, policies, and programs of a school to ensure that each school day is an invitation to learning. Part 3 provides tips for "Increasing Your Invitational Quotient," both personally and professionally. (TE)

ED 296 514 EC 210 282

Candler, Ann C.; Keefe, Charlotte Hendrick
Barking Books? The Microcomputer in Special Education Language Arts Programs of the Future.
PUB DATE- Nov 87
NOTE- 16p.; Paper presented at the Council for Exceptional Children's Topical Conference on the Future of Special Education (Orlando, FL, November 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Speech; Computer Graphics; Computer Uses in Education; *Disabilities; Elementary Secondary Education; Instructional Effectiveness; Integrated Curriculum; *Language Arts; *Microcomputers; Reinforcement; Skill Development; *Special Education; Speech Synthesizers; *Teaching Methods; *Word Processing

The use of microcomputers in language arts instruction with exceptional students can be an effective tool for both teaching and reinforcing skills, but is not typically employed as an integral part of the overall language arts curriculum. Research studies substantiate the positive impact on student performance when microcomputers are effectively integrated into the instructional process. An especially useful application of microcomputers in language arts is in the area of word processing. Available programs include those offering just word processing ("Magic Slate," "Miliken," "Quill," and "Writing Wizard"), those offering word processing and graphics ("Bank Street StoryBook," "Kidwriter," and "Story Maker") and those offering word processing and speech ("Talking Text Writer" and "Language Experience Recorder"). The future of microcomputers in education will be directed by three major factors: application of educational theory, expansion of the awareness of educators, and utilization of problem solving. (JDD)

ED 296 528 EC 210 296

Laneve, Ronald S.
Procedures Manual: The Willie M. Program in North Carolina.
North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
PUB DATE- 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrative Policy; *Behavior Problems; Court Litigation; Elementary Secondary Education; *High Risk Students; *Individualized Education Programs; Individualized Instruction; Individual Needs; Mental Health Programs; *Program Design; *Program Implementation; School Districts; State Departments of Education
IDENTIFIERS- *Willie M v Hunt

The guide focuses on administrative and program planning for Willie M. students (ages 9-18), those whose particular constellation of behavioral, emotional, neurological, and/or academic needs may require specially tailored special education or mental health services. Contents include a discussion of the role of the North Carolina Department of Public Instruction and local school administrative units, program development and administrative leadership, role of the Willie M. educational case manager, behavior management suggestions, parent contact, the instructional program, vocational education, and the physical educational environment. Appendices offer a description of the original Willie M. case, criteria for certification as a class member, procedures for nomination, certification, and appeal, and an examination of the role of mental health and human resource agencies. (JW)

FL

ED 296 571 FL 016 340

Strauss, Andre
Does Teaching Involve Informing?
PUB DATE- 81
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTORS- Classroom Communication; *Cognitive Style; *Communication Skills; *Computer Uses in Education; Educational Strategies; Elementary Secondary Education; *Epistemology; Individual Differences; Information Utilization; Second Languages; *Student Motivation; Teacher Role; Teacher Student Relationship; *Teaching Skills
IDENTIFIERS- *Telematics

There is more to teaching than the teacher possessing a body of information and using group dynamics in passing the information to the students. Teachers must be enthusiastic in order to motivate their students to progress through the levels and stages of learning. One-to-one teaching can be better achieved and more successful through the study of behavior and the individual verification of ideas. The teacher's role in this age of new training methods is to explain not only concepts but also the different expressions used to refer to them. Teachers must understand how students assimilate and analyze information and teach accordingly. Telematics, one of the most important sources of information, can be used to obtain data on students' ability to understand, analyze, and transmit information. (Author/MSE)

ED 296 629 HE 021 466

Forrester, Robert T.; Collins, Stephen J.
Recognition of Depreciation by Not-For-Profit Institutions. A NACUBO Mongraph.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
REPORT NO.- ISBN-0-915164-37-X
PUB DATE- 88
NOTE- 165p.
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036-1178 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Buildings; Colleges; *Educational Finance; Equipment Evaluation; Financial Audits; Financial Policy; Higher Education; Institutional Evaluation; *Nonprofit Organizations; *School Accounting
IDENTIFIERS- *Depreciation (Finance)

Information on depreciation concepts, accounting procedures, and reporting formats in not-for-profit institutions is provided. Details are included on the requirements and implications of the Financial Accounting Standards Board's Statement of Financial Accounting Standards no. 93 (FASB 93). Following highlights of FASB 93, an overview looks at financial reporting required, areas specifically excluded, and areas not addressed by FASB 93; a history of depreciation in not-for-profit institutions; and a rationale for the key provisions of FASB 93. A glossary of general terms and terms associated with long-lived assets is featured. Other information includes: choices of depreciation methods, techniques, and procedures (sample cases and examples specifically related to depreciation of equipment and buildings); a review of major asset groups (buildings, equipment, art collections); and other issues (funding of depreciation and outline of presentations to the board of directors). Four appendices focus on types of buildings and building subsystems; sample financial statements and journal entries; detailed description of depreciation methods, techniques, and procedures; and appraisal and valuation services. Tables and a bibliography are included. (SM)

ED 296 655 HE 021 525

Silvio, Jose F.
International Research and Policy Making in Higher Education in Latin America and the Caribbean.
United Nations Educational, Scientific, and Cultural Organization, Caracas (Venezuela). Regional Ctr. for Higher Educ. in Latin America and Caribbean.
PUB DATE- Apr 88
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Some tables contain small/marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; *Educational Development; Educational Innovation; Educational Policy; *Educational Research; Government Role; *Higher Education; *Public Policy; Research and Development; Standards
IDENTIFIERS- Caribbean; *Latin America; Progress

The use of educational research in policy making (at all levels of education) in the Latin American and Caribbean region is considered with a focus on the contribution of researchers from institutions of higher education to educational development projects, reforms, and innovations as well as to the utilization of educational research results by policy makers. The most important findings from research conducted in nine Latin American and Caribbean countries are summarized. The concept of policy is discussed with an emphasis on the relationship between research and policy making in regard to Latin American and Caribbean educational development over the past 30 years. In discussing the production of educational research in institutions of higher education, the focus is on the characteristics of educational research projects such as goals, scope, themes, and ways in which themes are chosen. More cooperation between agents of research and action (i.e. with governmental institutions) is recommended. The relationships between different research projects, policy making, and educational development are considered. Research should serve to promote progress in education as a scientific discipline as well as to produce results which support action and educational transformation. The characteristics of measures carried out by governments of various countries favoring the progress of the educational system are defined. Ideas and directions for further research and action are placed in three groups: ideas and proposals emanating from research itself; ideas referring to the educational system; and ideas and suggestions relevant to the contribution of higher education to the Major Project for Education in Latin America and the Caribbean. Thirteen tables are included. Contains 10 references. (SM)

ED 296 767 JC 880 327

Hodges, Daniel L.

A New Improved Set of 15 One-Page Study Tips Gives Modern How-To-Study Information to Community College Students.

Lane Community Coll., Eugene, Oreg.

PUB DATE- 30 Jun 88
NOTE- 37p.; This document supersedes ED 219 120.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; Study; Study Guides; Study Habits; *Study Skills; Two Year Colleges; *Two Year College Students

Designed for incoming Lane Community College (LCC) students who may not know how to study effectively, this set of 15 short tips draws from the literature on cognitive psychology to offer guidance in the development of study skills. First, background information on the development of the guide is presented, along with responses to objections to its use, hints for writing similar aides, and an explanation of unusual study tips. Next, the 15 study sheets are presented. They are entitled: (1) Some Basic Study Methods; (2) Some Basic Ways to Memorize; (3) Memory Tricks--Similarities, the Link, and the Keyword Method; (4) Thinking--The Only Shortcut to Learning; (5) What to Do When You Don't Understand What You Are Reading; (6) How to Teach Yourself Physical Skills--The "Mist-Stars" Method; (7) How to Take Good Class Notes; (8) How to Create a Positive Attitude and Stop Procrastinating; (9) The Care and Feeding of a College Student; (10) Personal Failure, Worry and Self-Acceptance; (11) How to Take Objective Tests and Get the Highest Score Possible; (12) How to Plan Your Time So That You Can Get Your Homework Done; (13) What Most Instructors Expect Their Students to Do; (14) How Students Succeed in College--Despite Having Reading Skills That Are Below Average; and (15) What Is Intelligence? How Can You Raise Your Own Intelligence? (EJV)

ED 296 810 RC 016 580

Florey, Janice; Tafoya, Nancy
Identifying Gifted and Talented American Indian Students: An Overview. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-88-14
PUB DATE- Mar 88
NOTE- 16p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
CONTRACT- 400-86-0024
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Ability; Academically Gifted; Access to Education; American Indian Education; *American Indians; Comparative Analysis; Cultural Differences; *Culture Fair Tests; Elementary Secondary Education; Eligibility; *Gifted; Standardized Tests; *Talent Identification; *Teacher Role; Teacher Student Relationship; *Test Bias; Whites
IDENTIFIERS- ERIC Digests

A 1982 study revealed that American Indians comprise .8% of public school students, but only .3% of those participating in gifted programs, whereas respective White figures are 73.3% and 82%. Factors contributing to the inappropriateness of standardized assessment tools for identification of gifted American Indian students are neglect of subcultural values, abilities, and knowledge in assessment instruments and procedures; use of exclusive training in application of middle class measurement instruments; belief that object measurement is the only way to conduct assessment; inadequate attention to problems of motivation and negative reactions to the examiner; failure to include sufficient numbers of minority students in standardization calculations; and lack of knowledge about culturally valued talents of American Indian students. Educators must consider whether the child exhibits outstanding powers in one or more abilities valued by the child's culture, measures at a bright average level in national norms in both ability and achievement, demonstrates creativity, and shows leadership potential. Educators must also assess verbal and nonverbal responses, provide adequate time for students to answer, develop questioning procedures to elicit multiple responses on items giving credit for such responses, assess a wide range of abilities, and use a matrix rather than one factor for making decisions. (NEC)

ED 296 851 RC 016 675

Spears, Jacqueline D., Ed.
National Invitational Conference on Rural Adult Postsecondary Education Proceedings (Airlie, Virginia, September 7-9, 1986). The Action Agenda for Rural Adult Postsecondary Education.
Kansas State Univ., Manhattan. Div. of Continuing Education.; National Univ. Continuing Education Association, Washington, DC.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Sep 86
NOTE- 22p.; For the three papers summarized in this document, see RC 016 676-678.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; American Indian Education; Economic Development; *Educational Assessment; *Educational Change; *Educational Development; Educational Needs; Educational Opportunities; Educational Strategies; Needs Assessment; *Postsecondary Education; Public Policy; Resource Allocation; *Rural Education; Rural Urban Differences; Surveys
IDENTIFIERS- Action Agenda Project; Native Americans

This document is a summary of presentations and strategies offered at the 1986 National Invitational Conference on Rural Adult Postsecondary Education. The conference, organized by the Action Agenda Project and co-sponsored by the National University Continuing Education Association, explored the educational needs of rural adults and designed strategies to support rural educational efforts. The summary includes mention of economic development projects undertaken by Native Americans who are concerned about the devaluation of their culture by current educational systems. Presentations advocated linking rural education and local economic development more closely, and included several examples of such links. Conference presenters suggested that specific programs are best proposed and developed by rural communities themselves. An "Agenda for Future Work" includes a list of priorities for responding to rural educational needs, empowering rural learners, and promoting change. Executive summaries of three papers presented at the conference, lists of staff, participating organizations, other publications, and a call to establish a national clearinghouse to support improvement in adult education in rural areas are included in the proceedings. (TES)

ED 296 543 EC 210 312

Bernacchio, Charles; Fortinsky, Richard
Improving the Post-Secondary Education and Employability of Learning Disabled Students.

PUB DATE- Mar 88
NOTE- 29p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; Educational Planning; *Education Work Relationship; *Employment Potential; High Schools; Individualized Programs; Interdisciplinary Approach; Intervention; *Learning Disabilities; Needs Assessment; *Postsecondary Education; Program Evaluation; Program Implementation; Special Education; Teamwork; *Transitional Programs; *Vocational Education; Vocational Rehabilitation

Using a collaborative approach in three York County (Maine) school districts, representatives from special education and vocational rehabilitation implemented a model program of transition services for specific learning-disabled (SLD) individuals, aged 16 to 22 years old. The experimental group consisted of 32 SLD individuals and the control group consisted of 32 SLD individuals from two non-demonstration school districts. The project's intervention involved a comprehensive SLD assessment, interdisciplinary team planning, individualized service plans, program preparation, and curriculum modifications. At team meetings, assessment results were reported, transition needs were identified, and an individual transition plan was developed for each subject, outlining recommended services and a timeframe. In-service training and technical assistance were provided to community agencies, postsecondary institutions, and school sites to instruct staff to accommodate the learning-disabled subjects in their programs. An evaluation component of the program determined that: (1) project participants who carried out their transition plans more often reported benefits from the project in the areas of job search, job satisfaction, college admission, increased self-confidence, etc., and (2) parents viewed the project as helpful to their children and indicated that the project enhanced their awareness of the availability of funds, services, and transition programs for learning-disabled students. At the time of the follow-up survey, the participants had a higher full-time employment rate and lower part-time employment rate than the control subjects. (JDD)

ED 296 586 FL 017 467

Stansfield, Charles W.; Kenyon, Dorry Mann
Development of the Portuguese Speaking Test. Year One Project Report. Development of Semi-Direct Tests of Oral Proficiency in Hausa, Hebrew, Indonesian and Portuguese.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 28 Jul 88
NOTE- 125p.
GRANT- G008740397
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Interrater Reliability; *Interviews; *Language Tests; *Oral Language; *Portuguese; Rating Scales; Scoring; Speech Skills; Student Attitudes; *Test Construction; *Test Items; Test Reliability; Test Validity

The development and validation of a Portuguese oral language test are described. The test consisted of five item types: personal conversation, giving directions, description of picture sequences, topical discourse, and oral task completion based on printed instructions. Three preliminary forms of the test were administered to a group of language students and native speakers, and follow-up questionnaires elicited information about format and item preferences. Based on responses, minor changes were made in test items, timing, and instructions. Two versions of the test's taped portion, one in Brazilian and one in Lusitanian Portuguese, were made. A validation study assessed interrater reliability, interchangeability of the three test versions, and the comparability of responses to the taped interview versus a live interview. Interrater reliabilities were found to be uniform across the test forms and live interview, and interrater reliability was not adversely affected by the semi-direct format. Feedback on test construction and difficulty was generally supportive, although most respondents preferred the live interview to the taped version. The test has been operationalized and is currently available. Development of similar tests for Hausa, Hebrew, and Indonesian will follow. Nine figures are provided; test forms and test administration information, comprising two-thirds of the document, are appended. (MSE)

ED 296 616 HE 021 093

Lee, John B.
The Equity of Higher Education Subsidies.
National Center for Postsecondary Governance and Finance, College Park, MD.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 87
NOTE- 33p.
AVAILABLE FROM- Maryland University, National Center for Postsecondary Governance and Finance, CSS Building, Suite 4114, College Park, MD 20742-2435 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Ability; *Family Income; Higher Education; *Minority Groups; Private Colleges; Public Colleges; *Student Financial Aid; *Undergraduate Students
IDENTIFIERS- *Paying for College

The subsidy available to undergraduate students is examined, with attention to the total amount of money available from all sources to students attending college (but excluding the individual and family contribution). The analysis identifies what resources are available directly to students and how many dollars are available as a subsidy through the institution. The cumulative effects of the subsidies are evaluated to determine the degree to which the funds are equitably distributed among students from different income groups, racial and ethnic background, and ability levels. No attempt is made to determine the source of the subsidy, only the amount. Information is included as to whether the students are enrolled in a two-year public college, a four-year public college, or a private college. Data sources are longitudinal data on the high school graduating class of 1980, the High School and Beyond study, and the Higher Education General Institutional Survey. The central concern is whether the average subsidies available to students are equitable. Study questions are: whether student aid subsidies are progressive relative to student income; whether institutional subsidies are neutral across income categories; and whether subsidies will be greater for students in private colleges than for those in public colleges. 11 references. (SW)

ED 296 643 HE 021 513

Kentucky College and University Enrollments, Fall 1987.
Kentucky Council on Public Higher Education, Frankfort.
PUB DATE- Apr 88
NOTE- 282p.; For a related document, see HE 021 514.
AVAILABLE FROM- Council on Higher Education, Planning and Research Unit, 1050 U.S. 127 South, Frankfort, KY 40601 (Reference Number SE88104A).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; Black Students; College Attendance; Community Colleges; Enrollment Rate; *Enrollment Trends; Full Time Equivalency; Full Time Students; Graduate Students; Higher Education; *Public Colleges; Racial Composition; State Colleges; *State Surveys; State Universities; Students; Two Year Colleges; Undergraduate Students
IDENTIFIERS- *Kentucky

Statistical information on Kentucky college and university enrollments for the fall of 1987 are provided, including listings of the membership of the Commonwealth of Kentucky Council on Higher Education, and the presidents of Kentucky's senior colleges and universities, junior and community colleges, seminaries, and business colleges. The 41 tabular reports cover: headcount enrollment by student classification, program of study and program level, and degree field; enrollment in first-professional programs; fall enrollments in state-supported and independent institutions; full-time equivalent enrollments 1984-87; black student enrollment; residency status by student classification; total credit hour report by student level; off-campus and on-campus credit hour report by student level; undergraduate headcount enrollment by degree field; and graduate headcount enrollment by degree field. Definitions are offered for each category. Various tables include detailed information by student classification, degree field, and race. Among the findings reported are: one-fourth of the state-supported universities' undergraduate students are undecided about which degree field to pursue; independent institutions enroll a large population of students from other states; and state-supported institutions' enrolled students are mostly Kentucky residents. (SM)

ED 296 712 IR 013 395

White, Barbara Y.; Frederiksen, John R.
Causal Model Progressions as a Foundation for Intelligent Learning Environments.
BBN Labs, Inc., Cambridge, MA.

SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.; Office of Naval Research, Washington, D.C. Personnel and Training Branch.
REPORT NO.- BBN-Lab-R-6686
PUB DATE- Nov 87
NOTE- 68p.
CONTRACT- MDA-903-87-C-0545; N00014-82-C-0580
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Artificial Intelligence; Cognitive Processes; Computer Assisted Instruction; Computer Simulation; *Expert Systems; *Instructional Design; Instructional Development; *Learning Strategies; Models
IDENTIFIERS- *Causal Models; *Learning Environment

This paper describes the theoretical underpinnings and architecture of a new type of learning environment that incorporates features of microworlds and of intelligent tutoring systems. The environment is based on a progression of increasingly sophisticated causal models that simulate domain phenomena, generate explanations, and serve as student models. Constraints on model evolution are discussed in terms of causal consistency and learnability, and a taxonomy of models useful for instruction is outlined. The design principles underlying the creation of one type of causal model (zero-order models for electrical circuit behavior) are given, and possible progressions with respect to model elaboration, order, and perspective are described in the context of presenting a theory of model evolution. Finally, the architecture that enables the pedagogical tools of the intelligent learning environment is described, with an emphasis on the range of instructional interactions and learning strategies that can be supported. Eight figures are included. (51 bibliographic notes/references) (EW)

ED 296 796 PS 017 449

Burud, Sandra L.; And Others
Employer-Supported Child Care: Investing in Human Resources.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
REPORT NO.- ISBN-0-86569-122-3
PUB DATE- 84
NOTE- 366p.; For executive summary, see PS 017 446.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cost Effectiveness; *Decision Making; Delivery Systems; Early Childhood Education; *Employer Supported Day Care; Guidelines; Models; *Program Development; Selection
IDENTIFIERS- *Employer Role; National Employer Supported Child Care Project

This book for employers interested in establishing child care programs is organized into five major topic areas. Part One provides an overview of employer-supported child care. Part Two discusses the processes of identifying and estimating benefits of child care to companies, and tax considerations. Part Three presents practical guidelines and a systematic model for deciding whether and how to become involved in child care. Several strategies for collecting information are described. Part Four discusses the many ways in which companies can support child care. These include flexible personnel policies, information and referral programs, educational programs for parents, reimbursement programs, support of existing programs, flexible benefit plans, day care centers, family day care programs, direct services for school-age children, and child care for sick children. Factors relevant to the selection and setting up of an option are considered. Variations in program sponsorship are also examined. Part Five contains a brief summary, discusses the impact of employer-supported child care on society, and presents creative systems for planning and delivering child care supports. Appendices provide additional technical information and sample materials from the National Employer Supported Child Care Project Study. (RH)

ED 296 485 EC 201 798

Mainstreaming Works! Volume I. Child Care Worker In-Service Education Module Special Needs Child Care Training.

Impact, Inc., Ft. Myers, FL.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Florida Developmental Disabilities Planning Council, Tallahassee.
PUB DATE- Jun 86
NOTE- 120p.; For volume II, see EC 201 799.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Assistive Devices (for Disabled); Child Caregivers; Child Development; *Day Care Centers; *Disabilities; Early Childhood Education; Individual Differences; Inservice Education; *Mainstreaming; *Normalization (Handicapped); Parent School Relationship; Staff Development; Young Children

This in-service education module is intended to facilitate mainstreaming of young children with special needs in child care centers by providing information and training in mainstreaming concepts and activities to child care center owners, operators, and personnel. Guidelines for instructors in preparing for planned sessions are followed by a summary of intended outcomes and a glossary of relevant terms. Each of the 10 intended outcomes is then presented along with related performance objectives, activities, and resources (print and audiovisual). Among the topics explored in in-service activities are adaptations in the child care setting, child development and behavioral indicators of special needs, communicating with parents, individual differences and similarities, and mainstreaming-related management issues of concern to owners and operators of child care centers. Specific disabilities discussed include mental retardation, hearing and communication disorders, visual impairment, and movement disorders. Approximately half the document consists of the print resource handouts cited in the activities section of the module. References and a course evaluation form conclude the document. (JW)

ED 296 515 EC 210 283

Social and Psychological Aspects of Genetic Disorders: A Selected Bibliography.

National Center for Education in Maternal and Child Health, Washington, DC.

PUB DATE- Sep 86
NOTE- 55p.
AVAILABLE FROM- National Center for Education in Maternal and Child Health, 38th and R Streets, N.W., Washington, DC 20057.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adoption; Audiovisual Aids; Clergy; Clinical Diagnosis; Congenital Impairments; Coping; Counseling; Decision Making; *Disabilities; Diseases; Ethics; Family Life; Genetic Engineering; *Genetics; Grief; Handicap Identification; *Heredity; Intervention; Legal Problems; Library Services; Medicine; *Prenatal Influences; *Psychology; Screening Tests; Siblings; *Social Influences; Social Support Groups; Social Work
IDENTIFIERS- Chromosome Abnormalities

The scope of this bibliography encompasses the social and psychological aspects of genetic disorders. The bibliography lists selected English-language articles and books from the professional literature along with audiovisual materials produced by both voluntary organizations and professional filmmakers. The entries are organized by the following topics: adoption, chromosomal anomalies, clergy involvement and pastoral care, coping, decision making, disabilities and chronic illness, education, ethical and legal issues, family dynamics, genetic counseling, genetic screening, mourning and grieving, prenatal diagnosis, siblings, social work intervention, specific disorders, and support groups. For each of the almost 500 items, the author, publication date, title, and other bibliographic information are provided. Appendices include an explanation of the computerized literature retrieval services of the National Library of Medicine, a description of selected databases available on the MEDLARS network, and a list of the seven Regional Medical Libraries across the United States which coordinate online search services with the National Library of Medicine. (JDD)

ED 296 557 EC 210 326

Miller, Cynthia A.

Effect of Prematurity Labeling on Caregiver Perceptions of Newborns.

PUB DATE- Mar 88

NOTE- 16p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Attitudes; Behavior; Cognitive Ability; Individual Characteristics; *Infants; Interpersonal Competence; *Labeling (of Persons); Physical Development; *Premature Infants; Questionnaires; Rating Scales; Sex Differences; Social Desirability; *Special Education Teachers; Specialists; Stereotypes; Videotape Recordings

IDENTIFIERS- Physical Attractiveness

This study examined adult attitudes toward infants labeled premature. Fifty-two subjects, including infant specialists, experienced special educators, and preservice special educators, viewed a videotape of 9-month-old infants, each labeled full-term or preterm and male or female. A questionnaire administered after viewing the videotape rated each infant on physical appearance, sociability, cognitive competency, behavior, physical potency, and likeability. A series of 2 (birth status label) x 2 (gender status label) x 3 (group identity) analyses of variance were performed on the rating scales. The three groups rated infants labeled premature or full-term as equally competent in the categories of sociability, cognitive competency, and physical potency. The infant specialists rated the infants as more awake than did the special educators. The preservice special educators rated the labeled premature infants as more cuddly and likable than full-term infants. (Author/JDD)

ED 296 602 FL 017 514

Foreign Language/Intercultural Program. Your Community and Mine (Third Grade). DS Manual 2650.3.
Dependents Schools (DOD), Washington, D.C.
PUB DATE- Apr 88
NOTE- 48p.; For related documents, see FL 017 511-520.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Classroom Techniques; *Community Characteristics; *Cross Cultural Training; Curriculum Guides;

Educational Objectives; Grade 3; Primary Education; *Rural Environment; Rural Urban Differences; Second Language Instruction; *Urban Environment
IDENTIFIERS- *Dependents Schools

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The third grade guide contains units on the community, including the rural community, a town community, the urban community, and changes people make in the environment. The guide is illustrated with student art. (MSE)

ED 296 670 HE 021 573

Understanding and Increasing Students' Satisfaction with College. Maryland Longitudinal Study Research Highlights. Executive Summary.

Maryland Univ., College Park. Div. of Student Affairs.

PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; College Environment; *College Freshmen; Educational Quality; Higher Education; Institutional Research; Social Life; *State Universities; *Student Attitudes; *Student College Relationship; Student Experience; Student Organizations; Student Participation; Teacher Student Relationship
IDENTIFIERS- *Maryland Longitudinal Study; *University of Maryland College Park

The satisfaction of University of Maryland College Park students was assessed as part of the Maryland Longitudinal Study. The College Student Satisfaction Questionnaire was used as a basis for determining satisfaction in the following areas: compensation, social life, working conditions, recognition, and quality of education. The results indicate that students are most satisfied with campus social life and rate lowest their satisfaction with faculty and staff support and encouragement. There were no significant differences between the black group of college freshmen and the representative sample of college freshmen on any satisfaction scales. Students in the representative sample who reported high involvement with fellow students and with student organizations were more highly satisfied with various aspects of the college experience. For black students, high involvement with faculty and staff was connected with greater satisfaction with important dimensions of college life. Freshmen in the representative sample who lived in residence halls were more satisfied with campus social life than those living with parents. As juniors, living off campus was associated with greater social life satisfaction. (SW)

ED 296 685 HE 021 592

Reenstjerna, Frederick R.
Alternatives to Graduate-Degree Professional Education: Generalizing from the Library Science Model.
PUB DATE- 20 Feb 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (11th, Miami, FL, February 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Curriculum; College Programs; Core Curriculum; *Degrees (Academic); *Graduate Study; Higher Education; *Library Science; Literature Reviews; Masters Degrees; *Masters Programs; *Professional Education; Program Costs; *Program Development

Traditional professional library education since 1946 has centered on the master's degree, often called the Master of Library Science (MLS). A review of historical literature and characteristics of the profession suggest that the library-specific MLS degree can be replaced with alternative graduate programs which provide equivalent or superior education through extant curricula. This change would also reduce administrative costs for the program. The MLS example can be generalized to administrative and planning applications for other academic programs. It is suggested that acculturation to librarianship can be provided through a certification program, rather than a degree program. A certification program would provide a brief postgraduate experience that would unite the various specialists in a common understanding of the cultural parameters of the librarian's role. The core knowledge for professional librarians could be summarized in the following curriculum: Organization of Information (6 hours); Evolution of the Library as an Institution (3 hours); and Public Information Services (3 hours). Contains 14 references. (KM)

ED 296 698 IR 013 270

Morton, Chris; Beverly, Don

School District Instructional Computer-Use Evaluation Manual: A Process Template.

Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.
PUB DATE- 88
NOTE- 61p.; Appendix F contains small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Boards of Education; Committees; *Computer Assisted Instruction; *Educational Planning; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Instructional Effectiveness; Interviews; Questionnaires; *School Districts; Use Studies
IDENTIFIERS- Boards of Cooperative Educational Services

This manual provides a model process for the evaluation of instructional computer use by school districts. A framework is provided for the evaluation of what districts are currently doing, and suggestions are made as to who should be involved in the evaluation, what and how to evaluate, when the evaluation should take place, and how long it will take, and explanations are given for why specific parts of the evaluation process are necessary. Finally, the manual focuses on goals and objectives development, and provides information to allow districts to develop reliable long term instructional technology use plans. The process of evaluation is explained in a step-by-step manner, from the planning stages through the implementation of surveys, interviews, and questionnaires to report the development and implementation of recommendations. More than half the document consists of six appendixes, which provide examples of the materials that will be produced for such an evaluation, including goals and objectives, survey and interview questions, a sample report, and templates for the alignment of available MECC (Minnesota Educational Computer Corporation) software with the New York State Syllabi for grades K-12. (EW)

ED 296 726   IR 052 382

Ryan, Joe
College and Beyond: Library Information Sources on Careers.
Vermont Univ., Burlington. Bailey/Howe Library.
PUB DATE- 87
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Planning; Climate; *College Choice; Crime; Cultural Opportunities; Employers; *Graduate Students; *Information Sources; Internship Programs; *Job Search Methods; Resumes (Personal); Student Financial Aid; Taxes; Travel

The first draft of a proposal for a book tentatively entitled "College and Beyond: Library Information Sources on Careers," this document provides information intended to aid career changers, career counselors, and librarians seeking career information in the library. The book is organized around three principal areas of interest for people going to college to prepare for a career:

finding the right job, finding the right school, and finding the right city in which to go to school or work. Within each of these areas the book is arranged in the order that a person might follow if systematically using the library to obtain information about a job, university, or city. Major topics include: (1) employment (getting organized, resumes, career descriptions, internships, potential employer identification, and finding out about a specific company); (2) graduate schools (finding the right school, school and program information, faculty and department research, financial aid sources, examination preparation, international study, and alternative education options); and (3) cities (descriptive overviews, comparative data, employment and earnings, taxes, crime, climate, health, culture, and travel). The locations of sources available in the Bailey/Howe Library at the University of Vermont are indicated and some assignments are included. (CGD)

ED 296 740 IR 052 404

Hooks, James D.
Teaching Library Skills to Academically Unprepared College Freshmen.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; College Freshmen; College Libraries; *Computer Assisted Instruction; Higher Education; *Intermode Differences; Lecture Method; *Library Instruction;

*Library Skills; Questionnaires; *Student Attitudes

This study compared the effectiveness of the traditional library lecture and computer-assisted instruction (CAI) in scheduled credit classes in library skills. Subjects were 18 college freshman attending branch campuses who were academically underprepared for college level study and who also lacked basic library skills. Eleven students were taught in the lecture group, and eight students in the CAI group. The CAI group used four floppy disks and an instruction manual which covered the card catalog, periodical indexes, newspaper indexes, and government publications indexes. In addition, the CAI group completed an attitude survey to measure the effectiveness of CAI as a teaching method. No significant differences were found between the previous library skills of the lecture group and the CAI group, but the CAI group had both a significantly higher level of performance on a mastery test given after the completion of the instruction, and highly positive attitudes toward CAI as an instructional method. It is suggested that CAI should be considered for implementation when developing and/or revising library instruction programs even though other methods may be preferable in certain situations. The text is supplemented by four tables and five bibliographic references/notes. A list of 13 references and a 13-item bibliography are also provided. (EW)

ED 296 754 JC 880 309

Report on 1986 Survey of New Jersey County Community College Students.

Rutgers, The State Univ., New Brunswick, NJ. Eagleton Inst. of Politics.

SPONS. AGENCY- New Jersey State Dept. of Higher Education, Trenton. Office of Community Coll. Programs.
PUB DATE- Apr 87
NOTE- 276p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; Course Evaluation; Parent Financial Contribution; Participant Satisfaction; Self Supporting Students; State Surveys; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *New Jersey

In fall 1986, the Center for Public Interest Polling at the Eagleton Institute of Politics conducted a study of the educational objectives, attitudes, characteristics, and plans of students enrolled in New Jersey's 19 community and county colleges. Interviews were conducted with 2,100 randomly selected students. Study findings included the following: (1) 60% of the students were women, 80% were white, 50% were over 23 years of age, 91% were working at least part-time, and 60% were single; (2) 66% mentioned the desire to get an education and/or job, and career or financial considerations as the most important reasons for being in college; (3) the two most important reasons given for attending a community college were its nearby location and convenience; (4) 80% planned to get a college degree in the future, including 57% who wanted at least a four-year degree; (5) 58% were "very satisfied" with the overall quality of the education they had received so far at the community college; (6) 73% used their own money to pay college expenses, though 31% of those also received funds from their parents or other relatives; and (7) non-whites were more likely than whites to be enrolled full time, to have taken more than one basic skills course, and to express intentions to return to the community college the following fall. The interview schedule and a statistical profile of responses to all questions broken down by various demographic groups are appended. (EJV)

ED 296 782 PS 017 408

Heath, Robert W.; Plett, Jerald D.
Do KS/BE Preschools Help Hawaiian Children Succeed in the Public Schools?
Kamehameha Schools/Bernice Pauahi Bishop Estate, Honolulu, HI.
PUB DATE- May 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Ethnic Groups; *Individual Development; *Kindergarten Children; *Outcomes of Education; *Preschool Education; Preschool Evaluation; Primary Education; *Program Effectiveness
IDENTIFIERS- *Hawaii; *Kamehameha Early Education Program; Kamehameha Schools HI

Presented are results of the tracking of the 1985-86 cohort of preschool alumni of the Kamehameha Schools/Bishop Estate (KS/BE) as they entered and completed kindergarten in the 1986-87 school year. During the 1985-86 program year, 100 preschoolers were enrolled in the KS/BE Pre-kindergarten Education Program at five sites. An additional group of 34 children was tested during the 1985-86 school year for purposes of comparison. Department of Education computer tapes for the comparison group members and 92 KS/BE alumni were obtained. Tapes contained fall and spring achievement test scores for the Peabody Picture Vocabulary Test-Revised and the Missouri Kindergarten Inventory of Developmental Skills (KIDS). Results from number concepts and auditory, paper/pencil, language, visual, and gross motor skills subtests of the KIDS are reported. Results indicate that KS/BE preschools clearly helped Hawaiian children achieve higher test scores when they entered kindergarten and when they completed their kindergarten year in the public schools. However, even though they outperformed their fellow kindergarteners, they remained at a considerable disadvantage relative to children of their age nationally. How long the beneficial effects of KS/BE preschools will last remains to be seen. Data is displayed in two tables and nine figures. (RH)

ED 296 822 RC 016 610

Clinical Staffing Recruitment and Retention Program. Parts I and II. Hearing on S. 1475 To Establish an Effective Clinical Staffing Recruitment and Retention Program, and for Other Purposes, before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (Washington, DC, August 6, 1987; Billings, MT, August 25, 1987).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

REPORT NO.- Senate-Hrg-100-368-Pt-1; Senate-Hrg-100-368-Pt-2
PUB DATE- 88
NOTE- 188p.; Some pages contain small, light print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- American Indian Education; *American Indians; *Health Services; Hearings; Labor Supply; Loan Repayment; Medical Education; Postsecondary Education; Primary Sources; Recruitment
IDENTIFIERS- Congress 100th; Indian Health Service; Indians into Medicine; National Health Service Corps

Hearings on Senate Bill 1475 (S.1475) to establish an effective clinical staffing recruitment and retention program are presented. The bill, introduced by Senator John Melcher (Montana) seeks to counteract the effect of the impending decline of physicians and the termination of the National Health Service Corps Scholarship Program on the Indian Health Service (IHS). Part 1 includes statements by representatives of national organizations and associations in health care and Indian Affairs. Part 2 provides statements by representatives of seven tribes: Fort Belknap Tribe, Crow Tribe, Blackfoot Tribe, North Cheyenne Tribes, Fort Peck Tribes, and the Flathead Tribe. The text of the bill is included in both parts. There are three major provisions: (1) a student loan repayment program in exchange for obligated years of service in IHS; (2) an enhanced recruitment program that includes payment for spouse travel, expansion of the "Indians into Medicine Program," and opportunities for bonuses and continuing education programs; and (3) education programs in tribal history and culture for IHS personnel. The bill also provides for an advisory panel of health care professionals to review retention and recruitment policies and procedures. (LCM)

ED 296 836 RC 016 653

Easton, Stanley E.
Overcoming Barriers to Education for Rural Adults: A Consideration of Public Policy Proposals.
PUB DATE- Apr 88
NOTE- 43p.; Paper presented at the Annual Adult Education Research Conference (29th, Calgary, Alberta, Canada, May 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Programs; Continuing Education; Postsecondary Education; *Public Policy; Rural Development; *Rural Education; Rural Extension; Rural Schools; Rural Urban Differences

Data from a 1986 modified Delphi survey of adult education professionals in a 13-state region is used to determine what public policies were regarded as important and feasible for providing adequate opportunities for rural adults. The document focuses on 89 proposed policies to determine differences in perceptions among three subregions (Mountain, Plains and Northwest Coastal) and among respondents according to their roles (legislators, adult educators, college staff, cooperative extension personnel, state education agency personnel, rural school staff, regional education services staff and others. The study includes a list of 26 policies rated feasible and important for improving education opportunities for rural adults, and includes a list of 8 policies seen as important but less feasible. The study concludes that most respondents believe that the commitment of government to adult education is both important and feasible. According to the study, however, respondents do not believe such a commitment exists at present. (TES)

ED 296 499 EC 210 263

Hodges, Laura J.
Library Services for Persons Who Are Mentally Retarded: Guidelines.
Florida Dept. of State, Tallahassee. Div. of Library and Information Services.

PUB DATE- Dec 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Community Programs; Delivery Systems; Library Material Selection; Library Role; *Library Services; *Mental Retardation; Needs Assessment; *Normalization (Handicapped); Parent Materials; Reading Materials

These guidelines are intended to assist library staff in making provisions for mentally retarded patrons. An initial assessment of the staff attitudes is recommended, followed by disability awareness exercises. Establishing contact with group homes and developmental centers is discussed, including specific steps to follow in making initial contact with potential patrons. A needs assessment is suggested for working with residential or day treatment staff and parents. Interactions with mentally retarded patrons are discussed, and the topic of building an appropriate collection of reading materials is examined. It is suggested that materials for families, caregivers, and other professionals also be made available. Finally, in-library programs are discussed. The bulk of the document consists of lists of residential centers in Florida, public and private organizations and agencies, and bibliographies of parent materials, as well as publishers of related materials and sample catalogs. (JW)

ED 296 529 EC 210 297

Rammler, Linda H.

Program Quality Review: Connecticut's New Values-Based Way of Evaluating Day Programs.

PUB DATE- Oct 87

NOTE- 23p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (14th, Chicago, IL, October 29-30, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; Agency Role; Day Programs; Delivery Systems; Evaluation Methods; Field Interviews; *Mental Retardation; *Outcomes of Education; Participant Satisfaction; Private Agencies; *Program Effectiveness; *Program Evaluation; Program Improvement; Public Agencies; Summative Evaluation

Principles and characteristics of program quality review are described as one means of evaluating values-based outcomes of day programs for persons with mental retardation. Program quality review may be distinguished from other evaluation systems in its focus on program outcomes--what actually happens to the people in the program--rather than on inputs, processes, or outputs. Issues of community presence and participation, good relationships, choice, respect and dignity, competence, and wages and benefits are evaluated as desirable outcomes of day programs. The review process involves a one-day site visit by a four-member team which observes programs in action and conducts both formal and informal interviews. Outcome measures are designed to produce both qualitative and quantitative information, and positive as well as negative feedback is stressed. Results of a pilot implementation of the program quality review system at seven target agencies in Connecticut showed that the system is a useful supplement to other program evaluation systems, including national accreditation. Results of a preliminary survey of 56 clients in both public and private day programs in Connecticut concerning their satisfaction with various program components supported the findings of program quality reviews to date. (JW)

ED 296 768 JC 880 328

Ward, James K., Jr.; Marabeti, Hilary B.
Defining Course Outcomes and Assessment Procedures: A Model for Individual Courses.
Volunteer State Community Coll., Gallatin, Tenn.
PUB DATE- 87
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Colleges; *Course Evaluation; *Course Objectives; *Evaluation Methods; *Outcomes of Education; Program Effectiveness; Student College Relationship; Two Year Colleges

A description is provided of Tennessee's Volunteer State Community College's (VSCC's) approach to defining the goals, expected outcomes, and assessment procedures of individual courses, utilizing teacher-developed course instruction manuals and standardized course syllabi. Introductory material explains why and how the approach was developed, citing recent accreditation criteria requiring that institutions demonstrate student and faculty understanding of course, program, and institutional goals and expectations. Next, information is provided on the course instruction manual, which: (1) establishes course goals and outcomes and the links between the course, the program, and the goals of the college; (2) describes placement procedures, exit criteria, and all techniques used to assess student performance; (3) outlines the primary instructional methods used in teaching the course; and (4) provides an outline of the major topics addressed in the course. Next, a description is provided of the format developed for course syllabi. Appendixes present instructions concerning the format of the course instruction manuals for developmental and remedial, career/vocational, university-parallel, and general education courses; a sample course instructional manual and syllabus for Biology 1610; and instructions concerning the format required of syllabi for all courses. (MDB)

ED 296 852 RC 016 676

Hobbs, Daryl
Knowledge-Based Rural Development: Adult Education and the Future Rural Economy.
PUB DATE- Sep 86
NOTE- 14p.; Paper presented at the National Invitational Conference on Rural Adult Postsecondary Education (Arlie, VA, September 7-9, 1986). For the conference proceedings, see RC 016 675.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Educational Economics; *Educational Objectives; *Educational Planning; *Human Capital; Human Resources; Postsecondary Education; *Rural Development; Rural Economics; *Rural Education; Rural to Urban Migration; Secondary Education
IDENTIFIERS- *Human Capital Theory

This paper borrows from the idea of human capital (investment in people's skills and abilities) and the notion that increased human capital can, and should, play a larger role in rural development. Although there are arguments against focusing too narrowly on locality in education, locality development is a frame of reference in this paper. It is believed that rural localities and regions can improve their prospects for short- and long-term economic development by increasing locally-relevant investment in human resources, which includes paying more attention to the basic and postsecondary education needs of adults. This document considers whether or not the same training that addresses the long-term needs of young students can appropriately respond to the immediate needs of adults, and reports experiences with different methods of adult training and education. Also considered is the two-way relationship between education and economic development, and notes that while economic development does not necessarily follow investment in education, both should proceed together. A bibliography of 40 items is included. (Author/TES)

ED 296 472 EA 020 160

Connors, Eugene T.
Religion and the Schools: Significant Court Decisions in the 1980s. Fastback No. 272.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-272-0
PUB DATE- 88
NOTE- 42p.; Sponsored by the Northern Illinois University Chapter of Phi Delta Kappa.
AVAILABLE FROM- Publications, PDK Foundation, 8th Street and Union Avenue, Box 789, Bloomington, IN 47402 ($.90 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Constitutional Law; *Court Litigation; Creationism; Elementary Secondary Education; Parochial Schools; Private School Aid; Religious Conflict; Religious Discrimination; *Religious Education; Religious Holidays; *School Law; *State Church Separation
IDENTIFIERS- Equal Access Act 1984; Supreme Court

This "fastback" examines the U.S. Supreme Court decisions and a few lower court decisions concerning religion and education rendered in the 1980s, and for background purposes, it also includes some decisions prior to the 1980s. The first of four parts discusses cases pertaining to prayer and religious activities in school. Included in the discussion are cases concerning "moment of silence," posting the Ten Commandments, school clubs and the Equal Access Act, religious holidays and holiday observances, Christmas pageants and other seasonal observances, and prayers during school functions. The second part discusses cases involving aid to parochial schools. Litigation involving shared time programs and Chapter I services is discussed, along with tax deductions for education expenses. The third part addresses religion in the curriculum, reviewing cases on religious objections to compulsory school attendance, "creationism" and evolution, using the Bible in the school curriculum, teachers' rights to refuse to teach objectionable material, and textbooks and "secular humanism." A list of cases is appended. (TE)

ED 296 572 FL 017 377

Reilly, Tarey
ESL through Content Area Instruction.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 88
NOTE- 4p.
CONTRACT- RI-88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cognitive Development; Elementary Secondary Education; English (Second Language); Language Skills; Learning Strategies; *Mathematics Instruction; *Science Instruction; *Second Language Instruction; *Social Studies; Teaching Methods
IDENTIFIERS- *Content Area Teaching; *ERIC Digests

Content-based ESL is a method that integrated English-as-a-second-language instruction with subject-matter instruction. The technique not only focuses on learning a second language, but on using that language as a medium to learn mathematics, science, social studies, and other academic subjects. Although this approach has been used for many years in adult, professional, and university education programs for foreign students, content-based ESL programs at the elementary and secondary school levels are just emerging. One of the reasons for the increasing interest among educators in developing content-based language instruction is the theory that language acquisition is based on input that is meaningful and understandable to the learner. Content-based ESL programs have been developed to provide students with an opportunity to develop their cognitive academic language proficiency, as well as to provide a less abrupt transition from the ESL classroom to an all-English-medium academic program. Content-based ESL courses provide instruction in the special language of the subject matter, while focusing attention as much or more on the subject matter itself. Examples of content-based instruction include: (1) mathematics, where communicating mathematical processes, concepts, and applications in English is emphasized; (2) science, where students learn to think, observe, classify, compare, communicate, measure, infer, predict, and identify space and time relationships in English; and (3) social studies, where students develop critical concepts in order to better understand the history and culture of the United States, as well as develop their cognitive skills. (TR)

ED 296 617 HE 021 094

Folger, John; Berdahl, Robert O.

Patterns in Evaluating State Higher Education Systems: Making a Virtue Out of Necessity.

National Center for Postsecondary Governance and Finance, College Park, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 90p.
AVAILABLE FROM- Maryland University, National Center for Postsecondary Governance and Finance, CSS Building, Suite 4114, College Park, MD 20742-2435 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Educational Assessment; Educational Quality; *Evaluation Methods; *Governing Boards; *Higher Education; Outcomes of Education; Program Effectiveness; Program Evaluation; Self Evaluation (Groups); *State Boards of Education; State Programs
IDENTIFIERS- Alabama; Colorado; Florida; Idaho; South Carolina; Washington; West Virginia

Higher education evaluation practices in seven states were assessed. Consolidated governing boards were present in Florida, Idaho, and West Virginia, while coordinating boards were present in Alabama, Colorado, and South Carolina. Washington State had an advisory board. For each state, a background paper on the state system was prepared by a knowledgeable local person. Interviews with 15-20 key persons who had been involved in the evaluations were conducted. The following procedures to assess state agencies and state systems are examined: self-evaluation by the state board, performance audit/sunset reviews, special study groups or commissions, and comprehensive reviews and assessments. Conclusions include: state boards of higher education should engage in periodic self-evaluation as a means of self-improvement and to ensure accountability to the state; the performance audit/sunset review should be attentive to broad questions of the boards' effectiveness in leading emerging state issues, particularly those related to quality and assessment; special studies can be a catalyst for change for some issues, but they are not a substitute for an ongoing evaluation process; and comprehensive assessments have been directed to obtaining accurate information about higher education performance and program effectiveness. 55 references. (SW)

ED 296 630 HE 021 494

Trent, William T.; Copeland, Elaine J.

Effectiveness of State Financial Aid in the Production of Black Doctoral Recipients. Final Report.

Southern Education Foundation, Atlanta, Ga.
PUB DATE- 87
NOTE- 211p.
AVAILABLE FROM- Southern Education Foundation, 340 West Peachtree Street, Suite 250, Atlanta, GA 30308 ($5.00 plus postage).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; *Black Students; College Admission; College Graduates; *Doctoral Degrees; *Graduate Study; Higher Education; Questionnaires; *State Aid; *Student Financial Aid; Student Recruitment
IDENTIFIERS- Florida; Georgia; Oklahoma; Virginia

The efforts of Arkansas, Florida, Georgia, Oklahoma, and Virginia to increase the production of black recipients of the doctoral degree were studied. These five states have traditionally operated racially dual structures of postsecondary education. Secondary analyses of national and state data are provided, along with results of interviews with key informants in the states and the doctorate granting universities. Results show that little change in the number of doctorates granted to blacks has occurred between 1975-1976 and 1983-1984 despite the presence of state provided funds for doctoral study. First-time graduate enrollments have decreased slightly and there have been no substantial gains in black/white parity at the graduate level and considerable fluctuation from year to year. It is suggested that new funding arrangements implemented in each state have served mainly to improve the quality of graduate and doctoral level support for the same numbers rather than to increase the size of the candidate pool. Admissions and recruitment approaches and state and college administrative efforts vary widely but share some common features. Exemplary practices are identified and policy recommendations are offered. Appendices include the interview schedule and information on state plans to serve black students. Contains 24 references. (Author/SW)

ED 296 656 HE 021 526

Waldrop, Phillip B.; Adams, Thomas M., II
Overcoming Resistance to the Use of Instructional Computing in Higher Education.
PUB DATE- May 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; *College Instruction; Computer Literacy; *Computer Uses in Education; *Educational Change; Educational Innovation; Faculty Development; Higher Education; Improvement
IDENTIFIERS- *Resistance to Change

Selected reasons for resistance to change in education are discussed, the kinds of resulting behaviors are noted, and suggestions for plausible means of overcoming this resistance are offered. Though the search for excellence and innovation in education are desirable, they are often not sustained for any appreciable period of time and the innovations are often used in a limited manner. The use of computers in higher education is a recent example of this process in operation. Though computers have been widely applied, the potential has not been realized. Cost, lack of access to good software, and teacher resistance to the approach threaten the widespread implementation of computers. Resistance to change is discussed in detail, and resistant behaviors are explained. Such behavior becomes evident when there is an attempt to introduce new methods of instruction in education. Both aggressive (directly attacking) and subtle (stalling for time) resistant behavior is found. Various steps for overcoming resistance are "unfreezing" the old attitude, changing, and refreezing the new attitude. Each faculty member's needs must be considered. Information regarding the innovation must go to all necessary people in a form that is uniquely meaningful to each. Some people may fear economic or job loss or loss of job status because of the innovation, so those introducing the innovation must be aware of these fears and must act in a nonalienating way. Information must focus on things in which the change will and will not result. Too often, the individual will progress to the point of using the innovation, but not in a way that optimizes its potential. This individual must learn to network with others and engage in mutual sharing of ideas and potential uses. Success is based on individual efforts resulting from personal commitment to change. Contains 25 references. (SM)

ED 296 713 IR 013 396

Karrer, Urs

Comparison of Learning Style Inventories (LSI).

PUB DATE- Mar 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aptitude Treatment Interaction; *Cognitive Measurement; *Cognitive Style; Comparative Analysis; Courseware; *Learning Processes; Models; *Research Methodology; *Research Problems; Student Characteristics
IDENTIFIERS- *Kolb (David A); *Learning Style Inventory

This paper examines and critiques several learning style inventories (LSI) in an effort to find the optimal research instrument for a proposed empirical study of both the quality of courseware and the impact of courseware characteristics on variations of learning effectiveness due to learner characteristics. Five LSIs are examined: (1) Dunn LSI; (2) Entwistle's styles of learning; (3) Hunt's conceptual levels; (4) Kolb's LSI; and (5) two preference scales for students, the Grasha-Riechmann Student Learning Style Scales and Owens and Straton's Learning Preference Style for Students. The strengths and shortcomings of each model or instrument are detailed, reasons for choosing the Kolb LSI as the study instrument are given, and a brief outline of the proposed empirical study is provided. The text is supplemented by one figure and three tables. (15 references, 13 in English and 2 in German) (Author/EW)

ED 296 797 PS 017 455

Lounsbury, John H.
The Sixth Grade: Caught in the Middle.
PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Departments; Developmental Programs; *Educational Needs; *Educational Practices; Elementary Education; *Grade 6; *Instructional Program Divisions; Intermediate Grades; Middle Schools; Preadolescents; *Program Content; Public Schools; Self Contained Classrooms; Team Teaching

A comparative investigation of the place of the sixth grade in public education used a shadow study technique to address three questions: (1) What is a sixth grader's day in school like? (2) In what ways do programs provided for sixth graders differ, depending on where the grade is located in the school system? (3) How does what is known of the nature and needs of sixth graders match up with the program actually provided? Findings indicated that three types of sixth grade exist: (1) the traditional, self-contained, elementary-oriented, single class group taught by one teacher; (2) the departmentalized sixth grade, secondary in nature and form, in which the student group moves from class to class to receive instruction from different specialist teachers; and (3) the teamed sixth grade, in which instruction in basic subjects is provided by a team of two to five teachers who cooperatively plan the program. Generalizations from the data concern the types of instructional arrangements, the sixth grade in general, and where the sixth grade should be located in the structure of schooling. It was asserted that no justification exists for using full departmentalization in the sixth grade, and that the self-contained elementary-oriented program is equally unwise. The strong socialization drive of sixth-grade students should be used positively in the pursuit of learning. (RH)

ED 296 486 EC 201 799

Mainstreaming Works! Volume II. In-Service Training Guides for Mainstreaming in Child Care Centers.
Impact, Inc., Ft. Myers, FL.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Florida Developmental Disabilities Planning Council, Tallahassee.
PUB DATE- Jun 86
NOTE- 125p.; For Volume 1, see EC 201 798.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Assistive Devices (for Disabled); Behavior Modification; Child Caregivers; Communication Skills; *Day Care Centers; *Disabilities; Early Childhood Education; Inservice Education; Intervention; *Mainstreaming; *Normalization (Handicapped); Parent Participation; Staff Development; Young Children
IDENTIFIERS- Apnea; *Early Intervention

The document consists of a series of in-service training sessions designed to be used by early intervention agencies in helping child care personnel mainstream young children with special needs. A glossary of disability-related terms is followed by an outline of eight in-service sessions which address the following topics: managing mainstreaming; welcoming parents as partners in child care; adapting environments for mainstreaming; using outside resources to make mainstreaming work; physical management of children in mainstreaming; communication and mainstreaming; caring for children with apnea problems using apnea monitors; and behavior management in mainstreaming. Intended outcome, length of session, objectives, activities, and print resources are listed for each session topic. Over half the document consists of the handouts cited as resources in the in-service session outlines. (JW)

ED 296 544   EC 210 313

Lombardi, Thomas P.; Donaldson, Judy K. A.
Rural Special Education Teachers Respond to Satisfaction with Jobs and Training Programs.
PUB DATE- Mar 88
NOTE- 17p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Choice; Curriculum Development; *Disabilities; Higher Education; *Job Satisfaction; Labor Turnover; Masters Degrees; Personal Autonomy; *Rural Education; *Special Education Teachers; Stress Management; *Teacher Attitudes; *Teacher Education Programs
IDENTIFIERS- West Virginia

Students earning a Master's Degree in Special Education in 1985 at West Virginia University were surveyed concerning their job satisfaction and their teacher training programs. The majority of the 54 respondents found special education to be a personally satisfying career and believed that their individual efforts made a difference. However, many felt less than prepared for the stresses associated with their teaching positions and that they would select another profession if given the opportunity to begin again. Barely a third planned to remain in the field until retirement. The stress-training correlation varied depending upon the categorical training and teaching area involved, such as behavior disorders, learning disabilities, mentally impairments, or severe and profound handicaps. The apparent contradiction in the expressions of job satisfaction with plans to leave the profession are attributed to factors external to the special education teacher's control, such as discipline, recordkeeping, and relationships with administrators. In order to retain special education teachers, it is suggested that teacher training programs place added emphasis on the following areas: adapting curriculum to meet individual students' needs, teaching strategies, and classroom management. It is also recommended that training programs better prepare teachers to handle job stress factors. (JDD)

ED 296 558 EC 210 327

Bauman, Phoebe Lee

Expectations of Educational Programming and Parent-School Relations: A Comparison of Parents of Gifted and Talented Learning Disabled Children and Parents of Other Gifted and Talented Children.

PUB DATE- Mar 88

NOTE- 30p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Child Advocacy; *Educational Practices; *Expectation; *Gifted; Group Unity; Individual Differences; *Learning Disabilities; Opinions; Parent Associations; *Parent Attitudes; Parent School Relationship; *Talent

This study sought to determine if parents of gifted and talented learning-disabled children differed from parents of other gifted/talented children in their expectations of educational programming and parent-school relations. Subjects included 265 parents who were members of The Gifted and Talented Association of Montgomery County (Maryland) or Parents of Gifted/Learning Disabled Children. Nine components of educational programming were studied: goals and objectives, identification procedures, instruction, counseling, staff selection and training, parent-school communication, parent education, parent involvement, and evaluation. Through reviews of records, observations, interviews, and questionnaires, it was found that the two groups did have different expectations. Parents of gifted/talented learning-disabled children were significantly stronger in some of their expectations and more in agreement with each other than parents of other gifted/talented children. Educational implications are outlined, including: schools should give priority consideration to those issues with strongest parental expectations; parents' expectations should be systematically solicited by the school system; parent advocacy groups should maintain accurate assessments of their members' expectations; and advocacy groups should compare their expectations with those of other groups and form coalitions. (JDD)

ED 296 587 FL 017 468

Read, Walter; And Others
What's So Hard about Understanding Language?
PUB DATE- Apr 88
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ambiguity; *Artificial Intelligence; Comprehension; *Epistemology; *Inferences; *Language Processing; Logical Thinking; Models; Semantics
IDENTIFIERS- *Anaphora; Metonymy; *Natural Language

A discussion of the application of artificial intelligence to natural language processing looks at several problems in language comprehension, involving semantic ambiguity, anaphoric reference, and metonymy. Examples of these problems are cited, and the importance of the computational approach in analyzing them is explained. The approach applies specific mechanisms or models to natural language to make explicit the complex system of assumptions, knowledge, and processes used in understanding language. It is proposed that by examining language at the micro level it is possible to see how much a learner--whether a computer, a child, or a second language learner--must master. (MSE)

ED 296 603 FL 017 515

Foreign Language/Intercultural Program. Your Region and Mine (Fourth Grade). DS Manual 2650.4.

Dependents Schools (DOD), Washington, D.C.

PUB DATE- Apr 88

NOTE- 25p.; For related documents, see FL 017 511-520.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Citizenship Education; Class Activities; Classroom Techniques; *Cross Cultural Training; Cultural Awareness; Curriculum Guides; Educational Objectives; *Experiential Learning; Field Trips; Geography; Grade 4; Holidays; Intermediate Grades; *Regional Characteristics; Second Language Instruction; *Social History

IDENTIFIERS- *Dependents Schools

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The fourth grade guide contains units on aspects of the surrounding region, including the natural environment, regional foods, legends and tales of the holiday season, holiday traditions and customs, holiday exchange programs, and study of a regional community. The guide is illustrated with student art. (MSE)

ED 296 644 HE 021 514

Degress and Other Formal Awards Conferred. Kentucky Colleges and Universities, 1987.
Kentucky Council on Public Higher Education, Frankfort.
PUB DATE- Apr 88
NOTE- 142p.; For a related document, see HE 021 513.
AVAILABLE FROM- Council on Higher Education, Planning and Research Unit, 1050 U.S. 127 South, Frankfort, KY 40601 (Reference Number SD88025A).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; Community Colleges; *Degrees (Academic); Doctoral Programs; Graduate Students; Higher Education; Masters Degrees; *Public Colleges; State Colleges; *State Surveys; State Universities; Theological Education; Two Year Colleges; Undergraduate Students
IDENTIFIERS- *Kentucky

Statistical data on the 21,677 degrees and other formal awards conferred between July 1, 1986 and June 30, 1987 by Kentucky's state-supported and independent colleges and universities, business colleges, and theological seminaries are provided. The report includes lists of the members of the Commonwealth of Kentucky Council on Higher Education, and of the presidents of Kentucky's senior colleges and universities, junior and community colleges, seminaries, and business colleges. Tables summarize the following: total degrees conferred; total degrees conferred by institution; total degrees conferred by degree field; bachelor's degrees conferred by degree field; master's degrees conferred by degree field; doctoral degrees conferred by degree field; first professional degrees conferred by degree field; total associate degrees and awards conferred by degree field; associate degrees and awards conferred by degree field; and first professional, master's, and doctoral degrees conferred by degree field in theological seminaries. Definitions are given for each category. (SM)

ED 296 671 HE 021 574

Lang, Marvel, Ed.; Ford, Clinita A., Ed.
Black Student Retention in Higher Education.
REPORT NO.- ISBN-0-398-05477-0
PUB DATE- 88
NOTE- 111p.
AVAILABLE FROM- Charles C Thomas, Publisher, 2600 South First St., Springfield, IL 62794-9265 ($24.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Academic Advising; Accounting; *Black Students; *College Students; Coping; Higher Education; Medical Education; *School Holding Power; *Student Recruitment; Teaching Methods

This collection focuses on problems in the recruitment, enrollment and retention of Blacks in higher education in America. The following chapters are provided: "The Black Student Retention Problem in Higher Education: Some Introductory Perspectives" (Marvel Lang); "Early Acceptance and Institutional Linkages in a Model Program of Recruitment, Retention, and Timely Graduation from Medical School" (Arthur Culbert); "Retention of Disadvantaged Students (RODS): A Pathway to Professionalism" (Joann Blake, Mary Lott, and Alexander L. Brown); "The Black Collegian Advisement Program at Kennesaw College: A Comprehensive Black Student Retention Model" (Diane White Wilkerson); "Recruiting and Retaining Black Students: A Plan That Works" (Simon O. Johnson); "Counseling, Advising and Mentoring as Retention Strategies for Black Students in Higher Education" (Rosie Cheatham Mickey); "Using Paraprofessionals as a Retention Resource" (William Allen); "Group Work as a Teaching Strategy in Black Student Retention in Higher Education" (Anne Kopp Hyman); "Coping Ability as a Predictor of Academic Achievement among Selected Black College Students: A Case Study" (Delores Bolden Stamps); and "An Explanatory Model of Grade Performance and Attrition in Intermediate Accounting I" (Louella Moore). References are given at the end of each chapter, and an index is provided. (KM)

ED 296 686 HE 021 593

Clinton, Bill
Teaching to Rebuild the Nation.
PUB DATE- May 88
NOTE- 6p.; Paper presented at the American Association of Higher Education National Conference on Higher Education (March 9, 1988).
AVAILABLE FROM- AAHE Bulletin, One Dupont Circle, Suite 600, Washington, DC 20036 ($3.00 each issue, up to 10 copies).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Access to Education; Dropouts; *Economic Climate; Economic Development; Economic Factors; *Economic Progress; Educational Objectives; Functional Literacy; *Higher Education; Minority Groups; *Socioeconomic Influences; Student Financial Aid

The role of higher education in reversing the nation's economic decline is discussed by the governor of Arkansas in this keynote address delivered at the 1988 National Conference on Higher Education. In this context, several recommendations are made: (1) the number of high school graduates who go to college needs to be increased from about 55% to about 80% and the high school dropout rate needs to be cut in half; (2) the problem of functional illiteracy in the work force must be dealt with; (3) follow-up work should be done with the individuals in the Grant Commission study (those between ages 16 and 24 who leave school and go to work); (4) colleges and universities should become more involved in the schools; (5) colleges and universities need to be more active in educating people about the world they live in and in teaching them how to be successful; (6) research and development investments in higher education should be used as an economic development tool for the United States; (7) new research is needed on the problems of the underclass; and (8) universities should try to make students see the interconnection of people in this country and throughout the world. (KM)

ED 296 699 IR 013 271

Information Resources Management: Systems Communicating with Systems. A Session Especially Designed by Senior Managers for Senior Management Officials. Viewgraphs and Presentations. Intensive One-Day Symposium (Gaithersburg, Maryland, December 3, 1987).

General Services Administration, Washington, D.C.; National Bureau of Standards (DOC), Washington, D.C.

PUB DATE- 22 Feb 88
NOTE- 203p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Networks; *Computer Software; Computer System Design; Database Management Systems; Data Processing; *Federal Government; *Information Technology; *Management Information Systems; Office Automation; *Standards

Summaries of the welcoming and opening remarks for a symposium on the standards issues that will affect the federal government's planning, acquisition, and use of integrated computer and telecommunications systems over the next five years set the stage for the keynote address by Joseph Timko of IBM entitled "Standards--Perspectives and Evolution." Notes, outlines, and/or viewgraphs used by individual presenters in the two sessions of the symposium are then provided. Six presentations and a panel discussion in the first session examined issues related to the interconnection of large systems, including discussions of the open system interconnection, the government open systems interconnection profile (GOSIP), the integrated systems digital network (ISDN), local area networks, computer aided logistics support (CALS), and electronic data exchange. The six presentations and panel discussion in the second session focused on issues related to making incompatible applications communicate, or software portability. Individual presentations examined office document architecture and interchange, the distributed office applications model, operating systems standards, database management systems, standards for the evaluation and selection of distributed database applications, and a user's perspective of the standards process. A summary of the closing remarks and a list of attendees conclude the report. (EW)

ED 296 727 IR 052 383

Kantor, Paul B.
Costs of Preservation Microfilming at Research Libraries: A Study of Four Institutions.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Nov 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; *Data; Efficiency; *Evaluation Methods; *Microfilm; *Preservation; Quality Control; Recordkeeping; *Research Libraries; Selection; Statistics; Technological Advancement; Time Management
IDENTIFIERS- Error Analysis (Statistics); Savings

The purpose of this study was to identify the central values and the range of variability for costs associated with selecting and preparing books for microfilm preservation, filming, and maintaining quality control and adequate records. The study was based on data supplied by the libraries at the University of Chicago and Columbia University, the New York Public Library Research Libraries, and the Library of Congress, as well as site visits to each library, interviews with key personnel, detailed work logs kept during the first six months of 1986, and work sampling data collected during the same period. Considerable variation was found in the unit costs of the library-specific processes of decision making and preparation and review, with smaller variations in the costs of the film work itself. The data suggest that the path to greater efficiency is in the development of large processing centers, with careful attention to the problems of record management and administration. (CGD)

ED 296 783 PS 017 413

Bell, Darnell
Winners: A Culturally-Based, Values Clarification-Oriented, Creative Writing Primary Prevention Workbook for the Black Child. Volume I.
PUB DATE- 87
NOTE- 153p.
AVAILABLE FROM- Darnell Bell, 1576 East King Jr. Blvd., Los Angeles, CA 90011 ($30.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black Youth; *Creative Writing; Cultural Images; Drug Abuse; Elementary Secondary Education; Instructional Materials; *Learning Activities; Prevention; Role Models; *Self Esteem; *Substance Abuse; *Values Clarification
IDENTIFIERS- *Cultural Relevance

Providing a substance abuse prevention curriculum that is designed to be culturally relevant to black youth, this workbook provides 102 creative writing activities promoting self-esteem, values clarification, feelings validation, cultural awareness, and decision-making skills. Each of the 11 sections of the workbook are organized around positive qualities of role models for black youth: (1) the assertiveness of Maxine Waters; (2) the blues of B. B. King; (3) the creativity of William "Count" Basie; (4) the devotion of Frederick Douglass; (5) the eloquence of Jesse Jackson; (6) the fearlessness of Bishop Desmond Tutu; (7) the glamour of Queen Cleopatra; (8) the humor of Bill Cosby; (9) the inventiveness of Benjamin Bannecker; (10) the judgment of Thurgood Marshall; and (11) the kingliness of Dr. Martin Luther King. Each section provides a brief biographical sketch and worksheets for writing exercises. (RH)

ED 296 811 RC 016 581

Kielsmeier, James C.

Outdoor Centers and Camps: A 'Natural' Location for Youth Leadership Development. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-88-13
PUB DATE- Mar 88
NOTE- 19p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
CONTRACT- 400-86-0024
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adventure Education; Experiential Learning; Leadership Styles; *Leadership Training; Learning Activities; *Outdoor Education; Program Descriptions; *Program Design; Student Leadership; *Youth Leaders
IDENTIFIERS- Action Reflection Relationship; Empowerment; ERIC Digests; *National Youth Leadership Council

This digest offers camp leaders, outdoor experiential educators, school and college faculty, or youth agency staff who are interested in nurturing youth leaders a framework for designing youth leadership programs which employ an outdoor setting as a "leadership classroom." Basic categories for leadership theory are defined: trait theory, situational leadership, organizational leadership, power, and ethical assessment. Key elements in shaping an outdoor setting into a supportive community are discussed: staff, setting, and scheduling. Essential elements forming the core framework for curriculum development are identified: revisioning, empowerment, action, and reflection. Learning modules proven successful in National Youth Leadership Council leadership training programs are described: moral and ethical simulations, adventure challenge, community building, service learning, performing arts, and action planning. Names, addresses, and telephone numbers of 12 programs employing all or a portion of the elements of youth leadership development mentioned in the digest are listed. (NEC)

ED 296 837 RC 016 654

Program Review for Migrant Education of the Education Consolidation and Improvement Act.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.

PUB DATE- Apr 88
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Migrant Education; Organizational Effectiveness; *Program Administration; *Program Evaluation; Self Evaluation (Groups)
IDENTIFIERS- *ECIA Chapter 1 Migrant Program; *North Carolina

This manual contains forms and instructions for North Carolina's annual review of its migrant education program established under the federal Education Consolidation and Improvement Act. State officials developed this self-review process to simplify compliance monitoring of the state program. The self-review is conducted by local education agencies (LEAs) to (1) monitor compliance with the migrant education program, (2) allow for corrections when non-compliance is identified, and (3) to identify areas in which the state department of public instruction might assist. The instructions include nine steps LEAs should follow in assessing their own programs. A 32-page questionnaire seeking information on LEAs' migrant education program development, progress, and financial recordkeeping is also included. Document includes a list of developers and reviewers of the state monitoring program. (TES)

ED 296 500 EC 210 264

Luscre, Deanna; And Others
Community Skills Training for Moderately and Severely Mentally Handicapped Students.
Gwinnett County Schools, Ga.
PUB DATE- 84
NOTE- 156p.; Prepared by the Special Education Department. The document has light broken print and may not reproduce well. For related document, see EC 210 265.
AVAILABLE FROM- Dr. J.M. Saulson, Gwinnett County Public Schools, 52 Gwinnett Dr., Lawrenceville, GA 30245.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Daily Living Skills; Educational Diagnosis; Experiential Learning; Intermediate Grades; Interpersonal Competence; Learning Activities; *Moderate Mental Retardation; *Normalization (Handicapped); Secondary Education; *Severe Mental Retardation; Social Experience; Task Analysis
IDENTIFIERS- Rehearsal Strategies

This curriculum presents community based living skills for moderately and severely mentally retarded students at the middle and high school level. An initial section describes steps for individualizing the curriculum based on an assessment of the needs of individual students, including parent interviews and a community skills assessment. Task analyses of community activities are next outlined, such as street crossing, use of public restrooms, using a pay phone for emergencies, shopping, eating in restaurants, and bowling. The bulk of the document consists of classroom-based activities which serve as rehearsal strategies for students before going into the community. Major sections focus on those activities presented in the task analyses, including social interaction, safety, pedestrian/rider behaviors, using a public restroom, locating and using a pay phone, using a calculator, cashing a check, grocery shopping, and clothes shopping. Sample descriptions of the results of ecological surveys of specific community environments are also provided. Appendices consist of sample behavioral data sheets and forms used in the parent interview and community living skills assessment. A bibliography is appended. (JW)

ED 296 516 EC 210 284

Vision. Resource Guide 1987. Revised.
Ontario Dept. of Education, Toronto.

REPORT NO.- ISBN-0-7729-2171-7
PUB DATE- 87
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Blindness; Clinical Diagnosis; Cooperative Planning; *Curriculum; Daily Living Skills; Educational Diagnosis; Elementary Secondary Education; Listening Skills; Low Vision Aids; Multiple Disabilities; *Partial Vision; Program Implementation; Skill Development; Student Evaluation; *Teaching Methods; *Visual Impairments; Visually Handicapped Mobility

This resource guide assists teachers in offering optimum educational opportunities to visually impaired students. Introductory material describes the range of visual impairments and the cooperative process recommended for the planning and implementation of students' education programs. Answers are provided to some common concerns of teachers with visually impaired students in their classrooms. Curriculum suggestions are offered for specific courses in the Primary, Junior, and Senior Divisions, followed by a section on the educational programming needs of the multihandicapped visually impaired. Three skills essential for the visually handicapped individual are addressed: listening skills, orientation and mobility, and life skills. This is followed by a review of sight-enhancement and sight-substitution aids for both the partially sighted and the blind. A section on assessment and evaluation offers guidance on the medical and educational assessments necessary to ensure that the student's program is tailored to his or her needs. Appendices provide samples of relevant assessment forms and lists of additional resources and services. (JDD)

ED 296 530 EC 210 298

Freedman, Steve A.; And Others
Focus and Functions of Case Management.
Florida Univ., Gainesville. Inst. for Child Health Policy.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Oct 86
NOTE- 10p.
CONTRACT- MCJ-123518

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Child Caregivers; *Delivery Systems; *Diseases; *Health Services; Helping Relationship; Identification; Interdisciplinary Approach; Medical Care Evaluation; Needs Assessment; Referral; *Special Health Problems

The article conceptualizes case management in the context of the health service delivery system as a set of goal-oriented activities which organize, coordinate, and monitor service delivery based on measurable objectives intended to meet the needs of chronically ill children and their families. The functions, objectives, and procedures associated with comprehensive case management are identified, and the facilitative role played by the case manager is described. The functional elements of case management are: (1) information dissemination and referral; (2) intake and screening; (3) needs assessment; (4) consensus development of case management plan; (5) implementation of plan; (6) caregiver training; (7) monitoring of plan implementation (measurement of efficiency); (8) evaluation of client progress (measure of effectiveness); (9) refinement of the case management plan; and (10) reassessment. The case manager serves as an informed ombudsman and caregiver trainer for the child and family, and as an informed planner/organizer of the service delivery and financing systems. (JW)

Sitts, Maxine K., Ed.
The Automation Inventory of Research Libraries Based on Responses of 115 ARL Members.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
REPORT NO.- ISBN-0-918006-55-4
PUB DATE- Oct 87
NOTE- 158p.; For the 1986 inventory, see ED 276 452.
AVAILABLE FROM- Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., Washington, DC 20036 (members $20.00; non-members $40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Databases; Higher Education; Information Systems; Interlibrary Loans; *Library Automation; *Library Planning; Library Research; Library Statistics; *Library Technical Processes; Matrices; Online Searching; Online Systems; Online Vendors; *Research Libraries; Tables (Data)
IDENTIFIERS- Association of Research Libraries

This inventory provides profiles, tables, and listings of automated library activities at 115 Association of Research Libraries (ARL) institutions. The library profile covers 18 functions: (1) acquisitions; (2) serials check/claim; (3) serials/union list; (4) authority control; (5) cataloging/utility; (6) cataloging/local; (7) circulation; (8) reserve room; (9) COM (computer output microform) catalog; (10) online catalog; (11) database searching; (12) collection development; (13) interlibrary loan; (14) telefacsimile; (15) public computing; (16) administrative; (17) database conversion; and (18) reference. In addition to individual library profiles, selected information is formatted into listings and tables of counts, including the number of libraries reporting automation status according to function; the number of libraries reporting public access for circulation, database searching, and online catalog; number of libraries reporting extent of system for circulation, database searching, and online cataloging; number of libraries reporting shared or dedicated computers for acquisitions, circulation, and online catalog; 1985 and 1986 tables showing number and percentage of libraries reporting automation status; and 1985 and 1986 tables showing the number and percentage of libraries reporting integrated status. The complete database of automation information is maintained by the Office of Management Studies, ARL, and is available for searching throughout the year. (CGD)

ED 296 755 JC 880 310

Schatzberg-Smith, Kathleen
Effects of Dialogue Journal Writing on Study Habits and Attitudes of Underprepared College Students.
PUB DATE- 88
NOTE- 45p.; Paper presented at the Annual Symposium on Developmental/Remedial Education (11th, Elenville, NY, April 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Community Colleges; Feedback; *Journal Writing; *Remedial Programs; Student Journals; *Teacher Student Relationship; Two Year Colleges; *Two Year College Students; Writing Skills
IDENTIFIERS- *Dialogue Journals; *Writing Assignments

A study was conducted to explore the effects of structured dialogue journal writing on the study habits and attitudes of underprepared community college students. The journal included weekly sheets on which students noted positive and negative aspects of their academic work during the preceding week, recorded upcoming assignments, and replied to the instructor's comments and feedback on previous sheets. The students and instructor engaged in a weekly dialogue to help students develop more awareness of their academic behavior and its consequences and of alternatives with which they might better achieve their academic goals. The journals of 38 students enrolled in a non-credit study skills/orientation course for students with basic skills deficiencies were analyzed in terms of the total number of words and questions in all teacher and student entries, the number of evaluatives in student entries, the functions for which students and teachers used the journals, and the topics addressed by teachers and students. In addition, a survey of study habits and attitudes was conducted at the beginning and end of the term, and 12 journals were selected at random to describe the nature of the interaction between the student and teacher. Study findings included the following: (1) students generally asked very few questions; (2) without exception, students wrote more than their teachers; and (3) teachers' use of broad and consistent praise, lengthy responses, and teachers' willingness to respond to personal topics seemed to effectively promote productive dialogues. Included are 45 references. (EJV)

ED 296 769 JC 880 329

Heimer, Muriel Kay; And Others
Patterns of Adjustment: What Happens to Community College Presidents Following Termination or Forced Retirement.
American Association of Community and Junior Colleges, Washington, DC. Presidents Academy.
PUB DATE- 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Behavior Change; *College Presidents; Community Colleges; *Dismissal (Personnel); Emotional Adjustment; *Retirement; Two Year Colleges; Well Being

A study was conducted by the Presidents Academy of the American Association of Community and Junior Colleges to examine problems faced by community college presidents following termination or forced retirement from their positions. Interviews were conducted with 12 former presidents who had been officially dismissed by their governing boards or who had retired involuntarily from their positions, requesting information on the financial, career, leisure, self-perception, and personal adjustments they made. Study findings included the following: (1) 7 of the 12 former presidents reported that while they had encountered no special financial problems, they knew of other presidents who had experienced difficulties associated with loss of income; (2) 60% of the respondents indicated that they had considered a career change to a new profession; (3) when asked about the most important steps in finding a new position, respondents underscored the value of keeping in touch with colleagues, networking, and attending professional meetings; (4) with respect to leisure time activities, respondents indicated that they now had more time for travel, physical fitness, and more free and unstructured time; and (5) all respondents reported having to adjust to the loss of friends from the workplace, but none felt that there were any serious problems. The study report offers recommendations for current presidents and those who have been terminated to help them prepare for and adjust to career changes. The interview schedule is appended. (MDB)

ED 296 823 RC 016 611

Indian Self-Determination and Education Assistance Act Amendments of 1987. Hearing on S. 1703 To Amend the Indian Self-Determination and Education Assistance Act, before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (Tampa, FL, September 21, 1987).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

PUB DATE- 88
NOTE- 115p.; Some pages contain small, light type. For Part 2, see RC 016 612.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indians; Economic Development; Educational Finance; Elementary Secondary Education; *Federal Indian Relationship; Federal Legislation; Financial Support; Government Role; Hearings; Legal Responsibility; Primary Sources; *Self Determination; Tribal Sovereignty
IDENTIFIERS- Congress 100th; *Indian Self Determination Education Assistance Act

This document contains the text of a Senate hearing called to examine proposed amendments (S.1703) to the Indian Self-Determination and Education Assistance Act (Public Law 93-638) and includes the language of the proposed amendments. The bill primarily addresses federal funding for Indian tribes to operate federal programs mandated to benefit Indian tribes. Opening statements are given by Suzan Shown Harjo, Executive Director of the National Congress of American Indians; Lionel John, Executive Director, United South and Eastern Tribes; Billy Frank, Chairman of the Northwest Indian Fish Commission; and Stanley Paytiamo, Governor, Acoma Pueblo Tribe. Senator Daniel Evans (Washington) then questions witnesses including the opening speakers; Ron Allen, Chairman for the Jamestown Klallam Tribe; Joseph DeLaCruz, President for the Affiliated Tribes of Northwest Indians; Clarence Skye, Executive Director of the United Sioux Tribes; Margaret Roberts, Board member of the Alaska Native Health Board; Gordon Pullar, President of the Kodiak Area Native Association; and Anthony Drennar, Vice-President of the Inter-Tribal Council of Arizona. Issues examined and discussed include funding carried over from previous fiscal years; federal tort claims coverage for tribal organizations; provision of technical assistance to tribes to develop their capacity to contract and assume administration of federal progress; tribal budgeting systems; and contract funding, indirect costs, and contract appeals. Prepared statements and additional material are appended. (DHP)

ED 296 838   RC 016 655

Summer Migrant Education Administrative Manual.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- 88
NOTE- 27p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; Management Development; *Migrant Children; *Migrant Education; *Migrant Youth; *Program Administration; *Summer Schools
IDENTIFIERS- *North Carolina

This manual helps local education agencies (LEAs) create and develop summer school programs for children of migrant workers in North Carolina. It includes models for summer programs in music, art, vocational education, reading, language arts and math. The manual includes sections on financing, planning, student transportation, summer lunch program, personnel and salaries. It includes question-and-answer section and charts of the state accounts and codes commonly used in migrant summer school programs. Appendices include state legislation creating summer school programs, sample LEA project objectives, tips on documenting students' eligibility, descriptions of seasonal work, and summer term project activities. (TES)

ED 296 853 RC 016 677

McLaurin, Sylvia; Coker, Robert
Notes toward the Establishment of Educational Partnerships in Rural Communities.
PUB DATE- 9 Sep 86
NOTE- 11p.; Paper presented at the National Invitational Conference on Rural Adult Postsecondary Education (Arlie, VA, September 7-9, 1986). For the conference proceedings, see RC 016 675.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Community Colleges; *Community Cooperation; *Community Coordination; Community Involvement; Community Leaders; Community Planning; Leadership; *Linking Agents; Postsecondary Education; Public Education; Rural Development; *Rural Education
IDENTIFIERS- *Partnerships in Education

This study of leadership and collaboration in rural adult education begins by outlining the conditions that alter education's role in the community. The stability of land ownership, the relationship between hard work and success and the reliability of traditional methodology can no longer be taken for granted. The educational need for rural adults today is not for more innovative programs, but for focused initiative that produces results on the local, state, and national levels. The paper argues that the most effective and lasting educational programs are created when both the service agency and the community actively and purposefully work together. Coordination enhances efforts by all agencies concerned with rural education. Educational leadership is composed of formal or informal community leaders who provide credibility and a sense of community needs. Also necessary are agency leaders who provide the actual coordination. The document suggests various educational organizations as possible candidates for community leadership, with the community college discussed as a possible educational coordinator. Linkages among other local agencies are also suggested as a way to secure additional resources, strength, and creativity. The problems of making such linkages are discussed, as is the possibility of regional and statewide links. A pragmatic educational methodology is called for in place of osmotic learning to ensure accessibility to all learning. He says that, while state and national government should create clear and simple means for supporting adult education, impetus, planning, and execution must begin on the local level. Charts and a list of references are included. (TES)

ED 296 867   SE 049 158

Water Treatment Plant Operation Volume 2. A Field Study Training Program. Revised.

California State Univ., Sacramento. School of Engineering.; National Environmental Training Association, Valparaiso, IN.

SPONS. AGENCY- California State Dept. of Health Services, Sacramento. Sanitary Engineering Branch.; Environmental Protection Agency, Washington, DC. Office of Drinking Water.
PUB DATE- 88
NOTE- 690p.; Some charts and drawings may not reproduce well. Pages containing final examination and answers are printed on dark grey paper and maybe illegible.
GRANT- T-901361-01-0
AVAILABLE FROM- Mr. Ken Kerri, California State University-Sacramento, 6000 J Street, Sacramento, CA 95819-2654.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Chemical Analysis; *Course Content; *Drinking Water; *Environmental Education; Fluoridation; *Home Study; Laboratory Procedures; Postsecondary Education; Safety; Training Methods; *Water Quality; *Water Treatment

The purpose of this water treatment field study training program is to: (1) develop new qualified water treatment plant operators; (2) expand the abilities of existing operators, permitting better service both to employers and public; and (3) prepare operators for civil service and certification examinations (examinations administered by state/professional associations which operators take to indicate a level of professional competence). Volume 2 is a continuation of volume 1, in which the emphasis was on the knowledge and skills needed by operators of conventional surface water treatment plants. This 12-chapter volume contains information on: iron and manganese control; fluoridation; softening; trihalomethanes; demineralization; handling and disposal of processed wastes; maintenance; instrumentation; safety; advanced laboratory procedures; drinking water regulations; and administration. Objectives, glossary, lessons, questions (with suggested answers), and a test are provided for each chapter. A final examination (with answers), how to solve water treatment plant arithmetic problems, water abbreviations, complete glossary, and subject index are provided in an appendix. Information on objectives, scope, and uses of this manual and instructions to participants in home-study courses are found in volume 1. (TW)

ED 296 882 SE 049 408

Dresser, Miles
Physics Lectures and Laboratories. A Model To Improve Preservice Elementary Science Teacher Development. Volume II.
Washington State Univ., Pullman.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 15 Jun 88
NOTE- 340p.; Some drawings may not reproduce well; appended article on children's dynamics contains marginally legible print. For other volumes in this series, see SE 049 407-412.
GRANT- TEI-8470609
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Science; *Course Content; Course Descriptions; Curriculum Development; Elementary Education; Elementary School Science; Experiential Learning; Higher Education; *Physics; *Preservice Teacher Education; Science Education; *Science Experiments; Science Teachers; Science Tests; *Teacher Education Curriculum; Teaching Methods

A group of scientists and science educators has developed and pilot tested an integrated physical science program designed for preservice elementary school teachers. This document includes the syllabus and class materials for the Physics block of the physical science courses developed by the group. Included are diagrams, lecture notes, homework problems, laboratory exercises and evaluation materials to be used with the course. Topics include: (1) measurement; (2) motion; (3) Newton's Laws; (4) dynamics; (5) the nature of force; (6) work and energy; (7) gas laws and heat transfer; (8) electricity; (9) electrical circuits; (10) electromagnetism; (11) magnets and motors; (12) reflection and refraction; (13) interference; (14) electrons and atoms; (15) lenses; and (16) radioactivity. (CW)

ED 296 897 SE 049 436

Worth, Charles; Hanne, Larry
Undergraduate Biology Curriculum Survey.
California State Univ., Chico.

PUB DATE- May 88
NOTE- 16p.
AVAILABLE FROM- Charles Worth, Office of Institutional Research, California State University, Chico, CA 95929-0850.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Biological Sciences; *College Curriculum; *College Faculty; *College Science; Higher Education; *Program Evaluation; Questionnaires; Science Education; Surveys

Results are presented from a 1986 survey of college biology programs. A random sample of biology departments that offer post-baccalaureate degrees were sent questionnaires (30% of 232 responded) that focused on four areas: current departmental practices, anticipated changes in faculty curricular specialization, attracting students to the major, and departmental experiences with self-evaluation. These departments had relatively equal distributions of faculty expertise in molecular, cellular, organismic, and ecological/environmental biology. Most faculty were involved in research and half obtained off-campus grant support. About two-thirds of the departments anticipated expansion in molecular biology or areas requiring molecular techniques. Most programs offered a non-majors course emphasizing the excitement, fun and relevance of biology; few students seemed to take biology for elective or personal reasons. Almost all departments have undertaken self-study and found the process productive. This publication includes a copy of the questionnaire and tables of the responses to each item as appendices. (Author/CW)

ED 296 912 SO 018 685

Kramnick, Isaac
The "Great National Discussion"; The Discourse of Politics in 1787.

PUB DATE- Jan 88
NOTE- 32p.; Shortened version presented at a Conference of the U.S. Capitol Historical Society and the United States Congress (Washington, DC, March 27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Journal Articles (080)
DESCRIPTORS- *Constitutional History; *Discourse Analysis; *Discussion; Philosophy; Political Science; *Politics; *United States History
IDENTIFIERS- Federalist Papers; *United States Constitution

The "great national discussion" of 1787 involved deliberations, writings, debates, and speeches concerning the newly created U.S. Constitution. Both the framers and the critics of the Constitution utilized philosophies of: (1) republicanism; (2) Lockean liberalism; (3) work-ethic Protestantism; and (4) state-centered theories of power and sovereignty. This paper explores the paradigms of civic humanism and liberalism in the Constitution, the Federalist Papers, and the critics' writings, along with the rhetoric and political positions used to address the concepts of virtue and power. The anti-Federalists were not really defeated by the ratification of the U.S. Constitution, for many of their ideas, such as the retention of some powers within the states, have endured. The living Constitution continues to reflect these various philosophies, paradigms, and positions. (JHP)

ED 296 928 SO 019 155

Irwin, Wallace, Jr.
America in the World: A Guide to U.S. Foreign Policy.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-03-062876-8
PUB DATE- 83
NOTE- 251p.
AVAILABLE FROM- Praeger Publishers, 521 Fifth Ave., New York, NY 10175 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - General (050) Historical Materials (060)
DESCRIPTORS- Developing Nations; *Diplomatic History; *Foreign Policy; *Global Approach; *International Relations; International Studies; *Political Science; *World Affairs; World Problems

The purpose of this book is to provide information about the history, development, and practices of U.S. foreign policy. Part 1, "The World and the Nation," provides: (1) an overview and brief history of the countries and organizations affecting U.S. foreign policy; (2) a summary of U.S. history; and (3) information about the process of foreign policy development. Part 2, "The Regions," focuses on: (1) the effect of U.S.--USSR relations on European countries; (2) northeast Asian countries' relationships with the United States and the USSR; (3) instability in developing nations; and (4) western hemisphere countries. Part 3, "The Issues," describes global concerns in terms of war, peace, human rights, economics, ecology, and world order and provides selected generalizations concerning the development and practices of international relations. A glossary of terms and a 49-item bibliography are included. (JHP)

ED 296 942 SO 019 271

Legvold, Robert; And Others

Gorbachev's Foreign Policy: How Should the United States Respond? Headline Series No. 284.

Foreign Policy Association, New York, N.Y.; Institute for East-West Security Studies, New York, NY.
REPORT NO.- ISBN-0-87124-118-8
PUB DATE- Apr 88
NOTE- 67p.; The introduction and chapter 3 are adapted from "How Should America Respond to Gorbachev's Challenge? A Report of the Task Force on Soviet New Thinking" published by the Institute for East-West Security Studies, New York, 1987.
AVAILABLE FROM- Foreign Policy Association, 729 Seventh Avenue, New York, NY 10019 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Annotated Bibliographies; Area Studies; *Communism; Economics; Foreign Countries; *Foreign Policy; Global Approach; Information Sources; Instructional Materials; *International Relations; Political Attitudes; Political Issues; *Political Science; Secondary Education; Social Studies; *United States Government (Course)
IDENTIFIERS- *Gorbachev (Mikhail); *Perestroika; USSR

After three years in power, Soviet leader, Mikhail S. Gorbachev, has emphasized that he intends to carry out a restructuring of the Soviet system in an effort to make the Soviet economy capable of assimilating the opportunities offered by contemporary science, technology and methods of management. Chapter 1, a brief introduction, stresses that Gorbachev has repeatedly underscored the need for economic reform, along with social and political reform. Robert Legvold states in his substantive analysis in chapter 2 that the issues are whether Gorbachev can succeed and what the outcome will mean for Western interests. Gorbachev and his people say that they are ready to reform foreign as well as internal policy and to engage in what they call new political thinking about international affairs. The chapter ends with a discussion of the challenges these innovations pose for Western leaders. The Task Force on Soviet New Thinking States in chapter 3 that the West must have no illusions about the need to balance Soviet power, but neither should it overlook opportunities to encourage the Soviet Union to be a more responsible and integrated member of the international community. Appended are: (1) the text of an address on the "Basic Aims and Directions of the Party's Foreign Policy Strategy" delivered by Mikhail Gorbachev in February, 1986; (2) a discussion guide for students; and (3) an annotated reading list. (SM)

ED 296 956 SP 030 254

Martin, David S.
Cognitive Education Bibliography.
PUB DATE- 12 Aug 88
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; *Critical Thinking; Curriculum Development; Educational Psychology; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Problem Solving
IDENTIFIERS- Higher Order Skills; *Thinking Skills

The field of the explicit teaching of thinking skills has attracted renewed and growing interest in education since the late 1970s. Much of this movement has its roots in earlier works in education, philosophy, and psychology. Writers in the fields of elementary/secondary education, curriculum, cognitive psychology, epistemology, and teacher education among others are now actively contributing to this literature. This bibliography, necessarily incomplete because of the daily emergence of new published works, encompasses literature related in any way to the active teaching of thinking skills to learners of any age and to the theoretical and professional preparation issues which underlie this movement. (Author)

ED 296 973 SP 030 372

School Staff Report. Certified Professional Staff in the 165 Towns and Regional School Districts of Connecticut in September 1986.
Connecticut State Dept. of Education, Hartford.
PUB DATE- 88
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; Elementary Secondary Education; *Professional Personnel; *Public Schools; *Public School Teachers; *Staff Role; State Legislation; Teacher Salaries; Teacher Student Ratio; Teaching Experience
IDENTIFIERS- *Connecticut

This tenth annual School Staff Report presents information on the certified professional staff in the 165 public school districts in Connecticut. Certified professional staff includes teachers, support staff (counselors, psychological examiners, school psychologists, social workers and reading consultants) and administrators. Descriptive information includes data on sex, race, age, education, prior Connecticut teaching experience, salary, salary growth, and assignments. Information is included on: (1) staff working with prekindergarten youngsters; (2) teachers in computer education; (3) school business officials; and (4) change in the calculation of the proportion of time allocated to administration for teachers with administrative duties. A special section has been added to illustrate some of the effects of Connecticut's Education Enhancement Act. (JD)

ED 296 991   SP 030 427

Berry, Barnett; And Others
Recruiting Talent to Teaching: An Assessment of the Impact of the South Carolina Teacher Cadet Program.
South Carolina Univ., Columbia. South Carolina Educational Policy Center.
PUB DATE- Mar 88
NOTE- 92p.; For related document, see SP 030 426.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Career Choice; College Freshmen; Higher Education; High Schools; High School Seniors; *Occupational Aspiration; *Program Evaluation; *Student Recruitment; *Teacher Education Programs; Teacher Salaries; *Teaching (Occupation)
IDENTIFIERS- South Carolina; *Teacher Cadet Program

The Teacher Cadet Program (TCP) provides a course of study to encourage academically-able high school students to consider teaching as a career. Reported is an evaluation of the program's effectiveness based on data collected from a survey of college freshmen who were high school cadets, interviews with a sample of the surveyed college freshmen, and a parallel survey of current high school seniors. A summary of findings is presented, and descriptions and analyses are given of what a sample of today's college freshmen and high school seniors consider important for their prospective careers. Overall student expectations, attitudes and beliefs are reviewed and differences among them are discerned depending on students' gender, race, cadet status, and whether or not they intend to teach. A review is given of the specific effects that the TCP appears to be having as students make career decisions. Recommendations are made for program improvement as well as general recommendations for the recruitment of tomorrow's teachers. (JD)

ED 297 007 TM 011 961

Lincoln, Yvonna S.; Guba, Egon G.
Criteria for Assessing Naturalistic Inquiries as Reports.

PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Educational Assessment; *Educational Research; *Evaluation Criteria; Research Methodology; *Research Reports; Rhetorical Criticism
IDENTIFIERS- Evaluation Research; *Metaphorical Thought; *Naturalistic Studies

Research on the assessment of naturalistic inquiries is reviewed, and criteria for assessment are outlined. Criteria reviewed include early foundational and non-foundational criteria, trustworthiness criteria, axiomatic criteria, rhetorical criteria, action criteria, and application/transferability criteria. Case studies that are reports of naturalistic inquiries should meet the following criteria: (1) provide a sense of vicarious "deja vu" experience; (2) allow for use as a metaphor; and (3) allow for use as a basis for re-examining and reconstructing one's own construction of a given phenomena. Product criteria are as important as are process criteria, and studies that can be shown to meet these product criteria will fulfill important functions within the emergent paradigm. Such studies will: resonate with the basic assumptions or axioms of the naturalistic paradigm; exemplify the interpersonal involvement that characterized the form of inquiry; and empower, activate, and stimulate the reader. (TJH)

ED 297 023 TM 011 995

Low, Deborah

Ability Grouping: Decision-Making at the Secondary Level.

PUB DATE- Apr 88
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; Classification; Counselor Attitudes; *Decision Making; English Curriculum; *Grouping (Instructional Purposes); *Junior High Schools; Principals; Science Curriculum; Secondary School Curriculum; Secondary School Teachers; Student Evaluation; *Student Placement; Teacher Attitudes

Some of the dynamics involved in ability grouping classification at the secondary level are described via an examination of the decision-making process involved. Specifically, the practitioners' perspectives of the curriculum, their use of selected student characteristics, and their beliefs about the goals of the classification process were studied. Grouping decisions made by school personnel at five junior high schools in a moderate-sized midwestern city school district. The study involved in-depth voluntary interviews of 19 staff members, including five science teachers, six English teachers, four counselors, and four principals. Respondents were asked to make classification decisions based on the presentation of vignettes about hypothetical students. Results indicate that students with the same characteristics were recommended for different classes by different practitioners. The practitioners' perspectives of the curriculum and of student characteristics and practitioners' beliefs about the purposes of grouping were examined as possible factors contributing to the differences in classifications. Questions used in the teacher and counselor interviews are appended. (TJH)

ED 297 037 UD 026 049

Berlin, Gordon; Sum, Andrew

Toward a More Perfect Union: Basic Skills, Poor Families, and Our Economic Future. Occasional Paper 3.

Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-916584-32-1
PUB DATE- Feb 88
NOTE- 110p.
AVAILABLE FROM- Ford Foundation, 320 East 43 Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accountability; *Basic Skills; Dropouts; Early Parenthood; Economic Development; Educational Attainment; *Educational Improvement; Education Work Relationship; Elementary Secondary Education; Family Income; Futures (of Society); Literacy; Policy Formation; *Program Development; Program Effectiveness; Program Evaluation; Young Adults

In the 1980s and 1990s important demographic, economic, and social changes will affect the nation's schools, families, and workplaces. In anticipation of these developments, there is renewed interest in formal educational attainment and basic academic skills. A concerted national effort to address the current crisis in basic skills development would advance the nation's goals in several important ways. This paper attempts to show how inadequate basic skills are intertwined with problems of youth employment and with dropping out of school, out-of-wedlock parenting, welfare dependency, and the decline in work-force productivity. The first section examines relationships among macroeconomic trends, individual earnings, family-formation patterns, and educational achievement. The second explores the basic skills crisis, presenting evidence that inadequate skills are an underlying cause of poverty and economic dependency, and identifying the intergenerational causes and consequences of inadequate basic skills. The third section presents a conceptual framework for thinking about the problem, describes effective programs, outlines a system for improving the quality of current programs and the accountability of the institutions involved, and identifies weaknesses in the nation's current educational and training institutions and systems. The final section suggests an agenda for future action. Appendices discuss the Armed Forces Qualification Test, the results of various literacy tests administered to individuals at different levels of educational attainment, and the effects of basic skills on earnings. Tables and figures illustrate the data. (BJV)

ED 297 050 UD 026 268

Vargas, Arturo

Testimony on Smart Start: The Community Collaborative for Early Childhood Development Act of 1988, before the Senate Committee on Labor and Human Resources.

National Council of La Raza, Washington, D.C.

PUB DATE- 10 Jun 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Data Collection; *Day Care; Demography; *Dropout Prevention; *Early Childhood Education; *Educational Attainment; Educational Policy; English (Second Language); Enrollment; *Federal Programs; *Hispanic Americans; Minority Group Children; Minority Group Influences; Multicultural Education; Parent Participation; Policy Formation
IDENTIFIERS- *Hispanic American Education; Proposed Legislation

Testimony presenting the views of Hispanic community organizations supports proposed federal legislation focusing on early childhood education programs. Education is the single most important issue listed in surveys of the Hispanic community. The reasons for this concern include the following: (1) Hispanics comprise the largest and youngest school population group; (2) Hispanics are the most undereducated major population group; and (3) there is an acute shortage of high quality early childhood education programs and child care services to meet the needs of low-income working parents. The reasons why this legislation is important to the Hispanic community are that it seeks to do the following: (1) prevent early enrollment below grade level (usually caused by a child's failure to pass to the next grade level); (2) lower the droupout rate; and (3) improve educational attainment. Recommendations to improve the program include the following: (1) staff should be trained in second language acquisition methods and multicultural education; (2) parents should be involved; (3) the composition of the State Task Force and the Local Policy Group should reflect the racial and ethnic composition of the affected populations; and (4) data should be collected on the race and ethnicity of all children receiving services or waiting for services. (FMW)

New Voices: Immigrant Students in U.S. Public Schools.
National Coalition of Advocates for Students, Boston, MA.
PUB DATE- 88
NOTE- 189p.; Some dark colored pages may not reproduce well.
AVAILABLE FROM- National Coalition of Advocates for Students, 100 Boylston Street, Suite 737, Boston, MA 02116 ($12.95 each for institutions, $9.95 each for individuals, $2.00 per copy for postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Acculturation; Adjustment (to Environment); Bilingual Education Programs; Compensatory Education; Cultural Differences; *Educational Improvement; Elementary Secondary Education; Emotional Problems; *Foreign Students; *Immigrants; Interpersonal Relationship; Laws; *Limited English Speaking; Minority Group Children; Parent Participation; Peer Influence; *Policy Formation; Program Development; Public Education; *Public Schools; Teacher Education
IDENTIFIERS- Immigration and Naturalization Service

Immigrant children face serious problems in gaining access to a free public education. Many schools discourage immigrant children from enrolling; once inside the schoolhouse, these children continue to experience barriers to a comprehensive and effective education. Immigrant students lack the quality language assistance programs they need to develop effective skills in reading comprehension, writing, and speaking. Immigrant students are more likely to be retained in-grade and inappropriately placed in special education programs, and are at double risk for being placed in low academic tracks on the basis of language limitations or slow academic progress. The cumulative effects of these experiences, which cause great emotional stress, often cause them to leave school early; many immigrant students need specialized support services. Intergroup conflict is a serious problem in many schools. Schools are not doing enough to work with immigrant parents. Unless schools are restructured in fundamental ways, school success will elude large numbers of immigrant students. Policy recommendations are made. Quotations from students, teachers, parents, administrators, and professionals from national and community organizations illustrate the text; there are several pages of photographs. Appendices describe the methodology used in forming this report, list the contributors to the report, provide a questionnaire to help determine whether a child should be placed in a special education program, survey laws pertaining to the education of immigrant children, and list references. (BJV)

ED 297 076 UD 026 308

Guerrero, Edna S.; Kerr, Oliver
Enrollment Projections By Race/Ethnic Origin, Grade Level, and Administrative Area 1985-2000.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Sep 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Elementary Secondary Education; *Enrollment Projections; Enrollment Rate; Enrollment Trends; *Ethnic Groups; Minority Group Children; *Public Schools; *Racial Distribution; School Demography; Urban Demography; Urban Education; White Students
IDENTIFIERS- *Dade County Public Schools FL; Hispanic American Students

A 35 percent increase in total enrollment in the Dade County Public Schools is projected for the year 2000. The projections are based on population projections developed by the Metro-Dade County Planning Department for the county's continuing urban development and growth management programs. Dade County Public Schools in cooperation with Metro-Dade Planning has developed detailed sets of population projections by age and by race and ethnic origin through the year 2000. Future student enrollment is determined when these data are combined with age- and race-specific enrollment ratios. Findings include the following: (1) the pace of growth will peak in the first half of the 1990s, and will diminish in the latter half of that decade; (2) rapid growth in enrollment will be experienced at all grade levels, but especially at the elementary grade levels; (3) the racial and ethnic profile of the student membership will change gradually; (4) students of Hispanic origin will increase most rapidly and their share will edge up from the current 41 percent to about 46 percent; (5) Black students will account for about 29 percent of the total, down slightly from their current 33 percent; (6) White and other non-Hispanic students will account for an essentially unchanged 25 percent of the total; and (7) all administrative areas will experience an increase in student enrollment, but growth in the two Southern areas, particularly in the South Central Area, will be most rapid. Statistical data are included in 10 tables, five graphs, and two appendices. (FMW)

ED 296 883 SE 049 409

Crosby, Glenn; And Others
Chemistry Lectures and Laboratories. A Model to Improve Preservice Elementary Science Teacher Development. Volume III.
Washington State Univ., Pullman.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 15 Jun 88
NOTE- 90p.; Some drawings may not reproduce well. For other volumes in this series, see SE 049 407-412.
GRANT- TEI-8470609
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Chemistry; *College Science; *Course Content; Course Descriptions; Curriculum Development; Elementary Education; Elementary School Science; Experiential Learning; Higher Education; *Preservice Teacher Education; Science Education; *Science Experiments; Science Teachers; Science Tests; *Teacher Education Curriculum; Teaching Methods

A group of scientists and science educators of Washington State University has developed and pilot tested an integrated physical science program designed for preservice elementary school teachers. This document includes the syllabus and class materials for the Chemistry block of the physical science courses developed by the group. Included are diagrams, lecture notes, laboratory exercises and evaluation materials to be used with the course. Topics include: (1) laboratory burners; (2) glassworking; (3) balances; (4) measuring length; (5) density; (6) heat; (7) physical and chemical changes of iron in air; (8) generation and properties of oxygen; (9) generation and properties of carbon dioxide; (10) simple acid/base chemistry; (11) experiments with iron; and (12) preparation of natural indicators. A section on biochemistry is included. Appendices contain information on proper techniques and lists of supplies. (CW)

ED 296 898 SE 049 437

McCord, Thomas B., Ed.
Reflectance Spectroscopy in Planetary Science. Review and Strategy for the Future. Report of a Workshop (Yountville, California, April 9-11, 1988).
National Aeronautics and Space Administration, Washington, DC. Scientific and Technical Information Branch.
REPORT NO.- NASA-SP-493
PUB DATE- 88
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Astronomy; College Science; *Earth Science; Higher Education; Physical Sciences; Science Education; *Scientific Research; *Space Exploration; *Space Sciences
IDENTIFIERS- *Spectral Analysis

Reflectance Spectroscopy is one of several remote sensing techniques used to study the surfaces and atmospheres of solar system objects. It provides first-order information on the presence and amounts of certain ions, molecules, and minerals on a surface or in an atmosphere. This report is a consolidation of written material generated at a 3-day workshop designed to assess current capabilities, facilities, and personnel, as well as focuses and future directions and needs in the field. A wide spectrum of active investigators was invited and most attended. The report is intended as a start of the review of the field. It was recommended that further reviews and assessments be done periodically. Chapters include: (1) Summary and Key Findings; (2) Purpose and Scope of the Workshop; (3) The Field of Reflectance Spectroscopy; (4) Contributions; (5) Current Capabilities and Resources; (6) Future Applications and Requirements; and (7) Strategy and Implementation. (CW)

ED 296 913 SO 018 799

Wojtan, Linda S.
Teaching about the Pacific Rim. ERIC Digest No. 43.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 4p.
CONTRACT- 400-86-0020
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Area Studies; *Cultural Awareness; Curriculum Development; Elementary Secondary Education; Foreign Countries; Geography; Geography Instruction; Learning Strategies; *Multicultural Education; *Social Studies
IDENTIFIERS- Asian Pacific Region; ERIC Digests; *Pacific Basin Countries

This ERIC Digest examines: (1) the meaning of the term "Pacific Rim"; (2) reasons for emphasizing the Pacific Rim in the social studies curriculum; and (3) useful strategies for teaching about this part of the world. The terms, Pacific Rim and Pacific Basin, are used. interchangeably; however, the "Rim" refers to those nations bordering the Pacific Ocean, while "Basin" includes all the island nations. Due to unprecedented growth in trade and finance, many of the Pacific Rim nations are achieving increasing global significance. Three reasons for including the Asian Pacific Rim in elementary and secondary schools social studies curriculum are: (1) economic interdependence of the United States with countries of the Pacific Rim; (2) military and political importance of the Pacific Rim; and (3) growing rates of immigration from the Asian Pacific countries to the United States. Useful strategies for teaching about the Pacific Rim include emphasizing the diversity of Pacific Rim cultures and using studies of modernization and change in Pacific societies to provide insights into global change. The study of Asian Pacific culture not only enhances understanding of these people but also fosters a sense of appreciation for social diversity found in the United States. A list of resources is included. (SM)

ED 296 929 SO 019 164

Friedman, Douglas

The State and Industrial Development in Late Nineteenth and Early Twentieth Century Peru.

PUB DATE- 16 Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Southeast Council of Latin American Studies (Knoxville, TN, April 14-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Economic Development; *Economic Factors; History; *Industrialization; Industry; *Political Influences; Social Sciences; Social Studies; *Socioeconomic Influences
IDENTIFIERS- *Latin America; Nineteenth Century; *Peru; Twentieth Century

Spanish American political and economic development has historically diverged from the other Western geographic areas. The economic systems of these nations have been characterized as dependent, and their political systems have reflected instability, authoritarian rule, and fraudulent democracy. In Peru, industrial progress began in the late 19th century as a result of growth in the exportation of raw materials. Textile production became the leading domestic industry, and a financial infrastructure began to develop. However, by the early 1900s, autonomous industrial development ceased to increase because prices of domestic goods rose faster than prices of imported materials, and the politically powerful elite and national leaders did not support domestic industrial growth. This paper proposes that the state plays a crucial role in industrial development, not as a result of economic or social forces, but as a side-effect of political functions and roles. (JHP)

ED 296 957 SP 030 264

Womack, Karen King
Renewal And Restructuring.
PUB DATE- 88
NOTE- 6p.; Document may not reproduce well due to small type.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Collegiality; *Educational Change; Educational Legislation; Elementary Secondary Education; Higher Education; *Improvement Programs; *Institutional Cooperation; *Mentors; Participative Decision Making
IDENTIFIERS- Arkansas; *Educational Renewal Consortium
A discussion is presented of the work of the Educational Renewal Consortium, a national network for renewal in higher education and the public schools. The foremost characteristic of renewing institutions is recognizing the intractibility of some school problems and working collaboratively with other institutions to find solutions. Teachers in these institutions are involved in all goal setting for schools, programs, staffing, hiring of teachers and administrators and all other pertinent aspects of school management. A description is given of a joint project sponsored by the consortium involving the University of Central Arkansas and the Dardanelle School District. The project has three main parts: an administrative internship program, a sophomore field experience with "at-risk" students, and a mentor teacher project. (JD)

ED 296 974 SP 030 373

Gamberg, Ruth; And Others

Learning and Loving It. Theme Studies in the Classroom.
REPORT NO.- ISBN-0-435-08454-2
PUB DATE- 88
NOTE- 244p.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court Street, Portsmouth, NH 03801 ($17.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; *Curriculum Development; Elementary Education; Foreign Countries; *Group Activities; Holistic Approach; Incidental Learning; *Integrated Curriculum; Learning Strategies; Participation; *Program Development; *Thematic Approach
IDENTIFIERS- Canada

Theme study is student centered and emphasizes a coherent and holistic approach to learning through the study of broad themes rather than compartmentalized subject areas. This book explains what is meant by a theme studies approach to education and illustrates how it works with case studies--descriptions of theme studies that were conducted at a Canadian elementary school. The stories of these classes and the commentary of the authors demonstrate how teachers can set up a theme studies program. (JD)

ED 296 992 SP 030 429

The New York Report: A Blueprint for Learning and Teaching. Report of the Commissioner's Task Force on the Teaching Profession.

New York State Education Dept., Albany.
PUB DATE- 88
NOTE- 25p.; Document contains light print which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Educational Change; Elementary Secondary Education; Minority Group Teachers; Participative Decision Making; *Professional Recognition; School Community Relationship; *Student Needs; Teacher Certification; *Teacher Education; Teacher Recruitment; *Teaching Conditions; Teaching Load
IDENTIFIERS- New York

This report details a series of specific recommendations aimed at improving the conditions of learning and teaching, teacher preparation and licensure, recruitment and minority recruitment, and accountability in New York State. The necessity of restructuring schools in the state is first discussed. Recommendations are then made in the following areas: (1) conditions of learning and teaching; (2) teacher preparation and licensure; (3) governance of the profession; (4) professional licensing system; (5) recruitment/minority recruitment; (6) professional accountability; (7) accountability for schools; (8) student performance; and (9) community/parent accountability. For each of these recommendations the specific problem is stated and the desired outcome described. (JD)

ED 297 008 TM 011 965

Sharps, Matthew J.; Gollin, Eugene S.
"Sex Differences" in Spatial Abilities Depend on Task Factors.
SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- 87
NOTE- 17p.
GRANT- 1R01-AG05952-01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Culture Fair Tests; *Memory; Performance Factors; *Problem Solving; Psychomotor Skills; *Sex Differences; *Spatial Ability
IDENTIFIERS- *Task Characteristics

Tests of spatial ability that were designed to minimize the effects of sociocultural expectations on performance were administered to adults of both sexes. The tests examined spatial problem-solving, spatial memory, and psychomotor spatial performance, as measured by three "throwing tasks." Thirty-four male and 34 female university students (aged 18-38 years) were the subjects. With the exception of one task (throwing a ball overhand, in which the males' scores were significantly higher than those of the females), no sex differences in performance were observed. The results indicate that performance on tests of spatial abilities must be regarded as a dynamic function of the interaction of sex, task demands, and task format, rather than as a static function of any of these factors alone. (Author/TJH).

ED 297 024 TM 011 999

Phillips, Linda M.
The Design and Development of the Phillips-Patterson Test of Inference Ability in Reading Comprehension.
Illinois Univ., Urbana. Center for the Study of Reading.; Memorial Univ., St. John's (Newfoundland). Inst. for Educational Research and Development.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Feb 88
NOTE- 135p.
GRANT- 410-85-1321
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Difficulty Level; Elementary Education; *Elementary School Students; Grade 6; Grade 7; Grade 8; Guessing (Tests); *Inferences; *Multiple Choice Tests; Reading Comprehension; *Reading Tests; Story Reading; *Test Construction; Test Items; Test Wiseness
IDENTIFIERS- Canadians; *Test Inference Ability in Reading Comprehension

The design and development of a test of inference ability in reading comprehension for grades 6, 7, and 8 (the Phillips-Patterson Test of Inference Ability in Reading Comprehension) are described. After development of a contemporary theoretical framework for the test of inference ability in reading comprehension, the design, item development, and test development iterations of the test are outlined. The test was administered to 999 students from schools in Alberta, Newfoundland, Labrador, Nova Scotia, and Ontario, Canada. Test score results were analyzed by province, sex, grade, and age group. Data analysis provided results on item difficulty, the relationship of item performance to overall performance and of story performance to overall performance, test wiseness, guessing, and Kuder-Richardson 20 Reliability Indices. A copy of the test is appended. (TJH)

ED 296 854 RC 016 678

Emery, Mary

Some Potentials and Limitations of Technology in Serving Rural Postsecondary Learners.

PUB DATE- Sep 86
NOTE- 16p.; Paper presented at the National Invitational Conference on Rural Adult Postsecondary Education (Arlie, VA, September 7-9, 1986). For the conference proceedings, see RC 016 675.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Computer Uses in Education; *Distance Education; *Educational Quality; *Equal Education; Information Technology; Outreach Programs; *Postsecondary Education; *Rural Education; Rural Urban Differences; Technological Advancement; Telecommunications

This paper examines the potential impact of technology on postsecondary rural education, based on the experiences of people currently using technological delivery systems. Migration and economic dislocation of rural communities increases the need for educational services, while state resources generally have decreased. Technological solutions to providing distance education to rural adult learners has become increasingly attractive. Technology, which has reshaped the rural economy, can have the same affect on the structure and content of rural education. But the parameters of this reshaping are still undefined. High technology could be oriented toward a select group of highly motivated remote learners, or toward a variety of educational and training needs within the rural community. Technology can deliver instruction, but the context in which that instruction takes place also plays a role in its success. Technology can give access to postsecondary education for rural learners, but there are equity and quality issues. Policies that take such issues into account can broaden educational opportunities for a large number of rural learners.

This paper takes the position that technology must be viewed not as a solution to the problem of distant learning, but rather as a tool for solving educational problems related to distance (Turner 1986). Policy issues that influence the outcome of high tech delivery are identified and discussed. (Author/TES)

ED 296 943 SO 019 280

Woyach, Robert B.
Understanding the Global Arena: A Report on The Ohio State University Global Awareness Survey.
Ohio State Univ., Columbus. Mershon Center.
SPONS. AGENCY- Ohio State Univ., Columbus. Office of International Programs.
PUB DATE- Mar 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Research; *Foreign Culture; Foreign Policy; *Global Approach; Higher Education; *International Education; Outcomes of Education; School Surveys; Student Characteristics; *Student Evaluation
IDENTIFIERS- *Ohio State University

During the 1985-86 academic year, 340 freshmen and seniors at The Ohio State University (OSU) participated in the OSU Global Awareness Survey. The students were self-selected from a randomized sample of all freshmen and seniors at the University. The survey instrument was a modified version of the "Measures of Global Understanding" survey designed by the Educational Testing Service for a national survey in 1980. This report describes and analyzes OSU students knowledge about the world and what factors seem to influence their performance on the cognitive portion of the survey. The report discusses: (1) the OSU Global Awareness Survey, the sample, and the survey instrument; (2) students' knowledge about the world and sub-dimensions within the knowledge test; (3) differences across enrollment and among colleges; (4) external factors that are non-actionable, and external factors that may be actionable; (5) the potential importance of coursework; (6) information about increasing international awareness; (7) testing for spurious relationships; (8) the hierarchy among actionable variables; and (9) directions for University policy. Seniors in humanities, mathematics, and physical sciences had the highest average scores. A detailed description of the sampling procedures and survey instrument used in the OSU Global Awareness Survey is appended. (SM)

ED 297 038 UD 026 127

Johnson, Cliff; Sum, Andrew
Declining Earnings of Young Men: Their Relation to Poverty, Teen Pregnancy, and Family Formation.
Children's Defense Fund, Washington, D.C.
PUB DATE- May 87
NOTE- 19p.
AVAILABLE FROM- Publications, Children's Defense Fund, 122 C Street, N.W., Washington, DC 20001 ($4.50 each; 10-19 copies--10% off; 20-99 copies--20% off; 100 copies and over--25% off).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Youth; Economic Factors; *Economic Opportunities; Educational Opportunities; Employment Patterns; Equal Opportunities (Jobs); Family Financial Resources; *Family Problems; *Males; Poverty; Whites; Young Adults; Youth Employment; Youth Opportunities; *Youth Problems; Youth Programs

Lack of adequate job opportunities at decent wages makes it difficult for young men with limited skills or educational credentials to get a good start in the job market. Young black men have been most seriously affected by the economic trends of the last decade. The erosion of employment opportunities and wage levels seriously jeopardizes the formation and well-being of young families. Results of these continued trends will include the following: (1) an inadequately trained work force; (2) rising poverty rates among children and young families; (3) lower marriage rates and greater rates of out-of-wedlock births and single parent families; and (4) increasing demands on public systems of all kinds. Recommendations for bolstering the self-sufficiency of young families include the following: (1) improve basic educational skills; (2) provide incentives for educational achievement; (3) provide work and educational opportunities during the summer months; (4) assist in the transition from school to work; (5) increase access to vocational training; (6) increase services to disadvantaged youth; (7) raise the minimum wage; (8) help poor and minority teenagers go on to college; and (9) supplement private sector employment opportunities with public job creation programs. Statistical data are included on graphs and tables. (FMW)

ED 297 051 UD 026 275

Patrick, D. C.

The Value of Human Capital Formation: The Perspective of Rural Minority Students.

Cooperative State Research Service (DOA), Washington, D.C.; South Carolina State Coll., Orangeburg.

PUB DATE- 4 Feb 88

NOTE- 32p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (85th, New Orleans, LA, February 1-4, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Career Choice; *College Graduates; *Educational Attainment; *Education Work Relationship; *High School Graduates; *Income; Labor Market; Predictor Variables; Racial Differences; *Rural Population; Rural Urban Differences

IDENTIFIERS- South Carolina State College

Project Human Capital is a five-year research project designed to examine the impact of the college experience on the upward mobility of rural South Carolina State College students. A total of 5,916 freshmen, seniors, and graduates from three institutions of higher learning were surveyed; some 2,999 students responded for an overall response rate of 51 percent. Among the findings were the following: (1) there is a clear advantage to higher education, especially for youths of low to middle income; (2) white college graduates have a higher income level than do black graduates; (3) college graduates, both black and white, do better in the job market than do high school graduates; (4) the labor market is comprised of 88 percent of all college graduates and 76 percent of all high school graduates; (5) managerial positions are held by 69 percent of college graduates and 13 percent of high school graduates; (6) college graduates have an average of $300,000 more in career earnings than high school graduates; (7) in career earnings, white college graduates maintain an average pay of about $2,000 to $3,000 more than their black counterparts; (8) white graduates tend to marry earlier and choose occupational areas that lead to careers in business and technology while black graduates tend to marry later and choose more service oriented careers. Data are presented on 11 tables and figures. A list of references is included. (BJV)

ED 297 064 UD 026 295

Which Way to the Future? San Diego and Its Schools at a Crossroads. The Report of the San Diego City Schools' Schools of The Future Commission.

San Diego City Schools, Calif.

PUB DATE- Jun 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; *Compensatory Education; *Cultural Awareness; Educational Change; *Educational Development; Educational Finance; Educational Innovation; *Educational Planning; Educational Technology; Elementary Secondary Education; Equal Education; Public Schools; *School Community Programs; School District Autonomy; Urban Schools
IDENTIFIERS- *California (San Diego); *Collaboratives

The city schools and communities of San Diego must join together to meet the needs of one of the world's most technologically advanced and culturally diverse states in America. Educational planning must account for the particular needs of disadvantaged students. Recommendations are the following: (1) build a new school-community coalition to support the long-term excellence of the educational system, based on mutual responsibility and measurable goals; (2) initiate pilot schools to experiment with new approaches and organizations that help all students attain productive futures; (3) integrate technology into every classroom and school administrative office to enhance teaching, learning, and managing; (4) take advantage of the city's unique location as an international gateway to Latin America and the Pacific Rim by encouraging all students, beginning in the primary grades, to learn a second language in addition to English and to better understand world cultures; and (5) aggressively pursue a stable, independent, and increased funding base for public education. Appendices contain the following: (1) demographic projections; (2) specific suggestions for community involvement with the schools; (3) the Report of the Task Force on Technology in the Schools of the Future; and (4) examples of school restructuring experiments. A selected bibliography is also included. (FMW)

ED 297 077 UD 026 309

Shainline, Michael
High School Dropouts 1986-87. District Report.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Aug 87
NOTE- 34p.; Some tables have very small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *Dropout Characteristics; *Dropout Rate; Dropout Research; *Ethnic Status; Females; High Schools; *High School Students; Males; Minority Groups; Urban Schools; White Students
IDENTIFIERS- Albuquerque Public Schools NM; Hispanic American Students

The district dropout rate for the Albuquerque Public Schools (APS) for school year 1986-87 was 8.03 percent. Because the New Mexico State Department of Education changed the categories for reporting the reason why a student dropped out, it is difficult to compare this figure to the 1985-86 rate. At the end of every school year the State Department of Education requires that each diploma-granting high school in the state complete and submit a High School Dropout Report. Information provided in the report must include the following: (1) number of high school dropouts at each grade level, categorized by gender, ethnicity, and reason for dropping out; and (2) the 180-day membership at each grade level, categorized by gender and ethnicity. Analysis of the data includes the following: (1) the dropout rates by ethnic group were: White, 6.95 percent; Black, 8.47 percent; Hispanic, 9.61 percent; Native American, 9.68 percent; and Asian and others, 6.18 percent; (2) dropout rates for ninth through twelfth grades were 6.54 percent, 8.51 percent, 9.46 percent, and 7.72 percent, respectively; and (3) males dropped out at a rate of 7.99 percent, while females dropped out at a rate of 7.98 percent. Statistical data are reported on 7 tables and 6 graphs. (FMW)

ED 296 868 SE 049 173

Mestre, Jose; Gerace, William

Studying the Problem Solving Behavior of Experts and Novices in Physics via Computer-Based Problem-Analysis Environments.

Massachusetts Univ., Amherst. Dept. of Physics and Astronomy.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 86
NOTE- 7p.; Figure 1 contains marginally legible print.
GRANT- BNS-8511069
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; Cognitive Style; *Computer Assisted Testing; Computer Oriented Programs; *Mechanics (Physics); *Physics; *Problem Solving; Science Education
IDENTIFIERS- *Experts

The design and architecture of two user-controlled, computer-based problem analysis environments in classical mechanics are discussed. In the expert-like environment, the user analyzes problems according to a hierarchical concept schema consistent with how experts analyze novel problems in physics. In the second environment, the user searches a data-base of equations using novice-like, surface feature keywords in order to locate the appropriate equation(s) to use in solving a problem. Cognitive and pedagogical implications of the research are discussed. (Author)

ED 296 958 SP 030 306

Sandlin, Betty; Sutherland, Mary S.
Senior Citizens Can Be Physically Fit: Hints for a Successfully Developed Program.
PUB DATE- 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Exercise; Nutrition; *Older Adults; Physical Activities; *Physical Fitness; *Program Development; *Program Effectiveness

Suggestions are given in this paper for developing a physical fitness program for senior citizens. Discussed in detail are surveying community interest, program planning and implementation, and program evaluation. It is pointed out that fitness programs can modify many of the physical and mental changes of aging. It is emphasized that the program should be regularly evaluated to assess participant interest, satisfaction, physiological changes, and overall program successes. (JD)

ED 296 975 SP 030 374

Follow-Up of the In-Service Training Programme "An Upper Secondary School for All."

National Swedish Board of Education, Stockholm.

PUB DATE- May 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Action Research; Educational Research; Feedback; Foreign Countries; *Improvement Programs; *Inservice Teacher Education; *Program Evaluation; *Secondary Education
IDENTIFIERS- *Sweden

In this monograph, a description is given of the activities of the "An Upper Secondary School For All" (Swedish abbreviation: GFA) program which has been operating in Swedish schools during the 1980s. A discussion is presented on how a number of upper secondary schools are working on the complex problem of giving as many youngsters as possible meaningful upper secondary schooling. How the schools are organising their development work is described, and the importance of the GFA is discussed. The methods that county education committees and researchers are using to evaluate and provide the schools with feedback are described. (JD)

ED 297 009 TM 011 968

Talbot, Gilles L.
The Content Analysis of ACT ASSET: The Validation of an Instrument To Assess the Cognitive Entry Characteristics of College Students in View of Promoting Persistence and Transfer.

SPONS. AGENCY- Ministry of Education, Quebec (Canada).
PUB DATE- 88
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; *College Bound Students; College Choice; *Content Analysis; Content Validity; Decision Making; English (Second Language); Foreign Countries; Higher Education; Language Tests; Mathematics Tests; Reading Tests; Secondary Education; Secondary School Students; *Standardized Tests; *Student Placement; Test Reliability; *Test Validity; Transfer Students
IDENTIFIERS- *Assessment of Student Skills for Entry Transfer; Canada; *Cognitive Entry Behaviors; French Speaking

The Assessment of Skills for Successful Entry and Transfer (ASSET)--a student advisement and placement service published by American College Testing (ACT) of Iowa City, Iowa--is evaluated. Focus is on determining whether the ASSET is suitable for assessing the cognitive entry characteristics of students entering the College of General and Professional Training in Canada and the adequacy of the ASSET's content with respect to curriculum. ASSET includes a test battery that: is designed to help secondary school students make sound decisions about college choices; and covers language usage skills, reading skills, numerical skills, and advanced language skills. Topics discussed include: background information; results of a content analysis; an overview of test characteristics and validity; and an assessment of the ASSET for use namely among native French-speaking students in Quebec who speak English as a second language. The ASSET's face validity, content validity, concurrent validity, predictive validity, reliability, and generalizability are assessed. Problems with cultural and linguistic biases, item representation, absence of rationale for choosing items, and poor item discrimination results are the ASSET's disadvantages. The use of a microcomputer and an optical mark reader, generation of local norms, absence of testwiseness strategies, and focus on helping students help themselves are the ASSET's advantages. Twenty-eight tables are included. (TJH)

ED 296 884 SE 049 410

Webster, Gary
Geology Lectures and Laboratories. A Model to Improve Preservice Elementary Science Teacher Development. Volume IV.
Washington State Univ., Pullman.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 15 Jun 88
NOTE- 246p.; Some drawings may not reproduce well. For other volumes in this series, see SE 049 407-412.
GRANT- TEI-8470609
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Science; *Course Content; Course Descriptions; Curriculum Development; Elementary Education; Elementary School Science; Experiential Learning; *Geology; Higher Education; *Preservice Teacher Education; Science Education; *Science Experiments; Science Teachers; Science Tests; *Teacher Education Curriculum; Teaching Methods

A group of scientists and science educators at Washington State University has developed and pilot tested an integrated physical science program designed for preservice elementary school teachers. This document includes the syllabus and class materials for the Geology block of the physical science courses developed by the group. Included are diagrams, lecture notes, a list of source materials, laboratory exercises and evaluation materials to be used with the course. Topics include: (1) minerals; (2) rocks; (3) volcanoes; (4) weathering; (5) geologic time and fossils; (6) radiometric time; (7) structural geology; (8) earthquakes; (9) plate tectonics; (10) mineral resources; (11) groundwater; (12) geologic hazards; and (13) earth processes. (CW)

ED 296 899　　　　　　SE 049 438

Math 3007--Developmental Mathematics I. Course Outline.
New York Inst. of Tech., Old Westbury.
PUB DATE- Jun 87
NOTE- 30p.; For related documents, see SE 049 439-443.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Algebra; Behavioral Objectives; *College Mathematics; *Course Content; *Course Descriptions; Course Organization; Higher Education; *Introductory Courses; Mathematical Concepts; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Materials; Mathematics Skills; *Problem Sets; Problem Solving; Undergraduate Study
IDENTIFIERS- New York Institute of Technology

This document contains the course syllabus and 12 independent practice modules for an introductory college algebra course designed to develop student proficiency in the basic algebraic skills. This course is designed as the first of a two-semester sequence. Topics include operations with signed numbers; simple operations on monomials and polynomials, including one technique of evaluating expressions; factoring; algebraic fractions; exponents; and basic review of arithmetic skills related to fractions, decimals, percents and percentages. Information given in this syllabus includes: (1) textbook; (2) grading criteria; (3) course description; (4) course procedures; (5) behavioral objectives; and (6) course outline. (CW)

ED 296 930 SO 019 165

Western Civilization Curriculum Guide. Bulletin 1759.
Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE- 87
NOTE- 307p.
LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; *Curriculum Development; High Schools; Information Sources; Instructional Materials; Learning Activities; Program Content; Resource Units; *Social Studies; State Curriculum Guides; *State Programs; Units of Study; *Western Civilization
IDENTIFIERS- *Louisiana

Developed to stress the importance of the study of Western civilization, this Louisiana State high school curriculum guide contains social studies goals, program scopes and sequences, a list of 14 generalizations and related concepts, and a master course content outline. Ten study units teach about: (1) the ancient world; (2) the Middle Ages; (3) Renaissance Europe; (4) the Age of Absolutism; (5) the Age of Revolution; (6) industrial society; (7) European rivalries and World War I; (8) the years between the world wars; (9) World War II; and (10) post-World War II and the contemporary world. Each unit is divided into specific sections that contain: (1) generalization, concept and objective statements; (2) a course outline; and (3) suggested learning activities. Appendices include 267 references, a sample unit, suggested course evaluative techniques, and a skills chart. (JHP)

ED 296 993 SP 030 434

Profiles of Change: A Staff Development Working Paper.
Ohio State Dept. of Education, Columbus.
PUB DATE- 87
NOTE- 330p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Demonstration Programs; Elementary Secondary Education; *Inservice Teacher Education; Learning Processes; Mastery Learning; Mentors; School Districts; *Staff Development; *Teacher Effectiveness; *Teacher Improvement

The inservice programs in this publication demonstrate varied approaches to staff development. The programs range from districtwide efforts with a particular topic, such as thinking skills, to the creation of teacher centers and highly individualized growth plans such as a voucher system. The programs demonstrate a commitment by the district to improve teaching and learning. This commitment is embodied in the inservice topics which were addressed: effective teaching, learning styles, mastery learning, and teacher expectation and student achievement are among the topics profiled. In each instance, these topics exemplify how change and professional growth can be encouraged and promoted by local initiative. In addition, two programs are concerned with mentoring--the process of guiding new teachers into successful teaching. Each of the programs highlighted in this publication are seen as manifesting good staff development practices which assure that improvement occurs. (JD)

ED 297 025 TM 012 000

Straus, Murray A.
The Validity of U.S. States as Units for Sociological Research.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.; New Hampshire Univ., Durham. Graduate School.
PUB DATE- Aug 87
NOTE- 29p.; For a related document, see TM 012 010. Paper presented at the Annual Meeting of the American Sociological Association (Washington, DC, August 26-30, 1985).
GRANT- T32-MH115161
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Studies; Demography; *Meta Analysis; Metropolitan Areas; Municipalities; *Social Science Research; *State Norms; State Surveys; *Statistical Analysis; Validity
IDENTIFIERS- Standard Metropolitan Statistical Areas; *States (Geopolitical Regions)

The debate over whether the 50 states are meaningful units for macro-sociological research has mostly been conducted on the basis of deductive reasoning. Three sets of analyses that are intended to provide much needed empirical data on this issue were studied. The first set involved all variables in the "County and City Data Book" used to compute correlations across states among variables describing characteristics of the Standard Metropolitan Statistical Areas (SMSAs) of each state with identical variables describing non-metropolitan parts of the states. The second set consisted of three analyses designed to provide information on the extent to which tests of hypotheses produce different results when the units are the entire state, the SMSAs, or the non-SMSAs. The third set included published research on the macro-structural correlates of homicide and rape that revealed parallel results using states, metropolitan areas, and cities. Findings support a "state effect," despite the internal heterogeneity. American states may be appropriate units for macro-sociological research, since their distinctive social characteristics cut across rural/urban and metropolitan/non-metropolitan areas, and their heterogeneity is not a serious impediment. The basis of the widespread skepticism about research that tests sociological theories in terms of comparative state data is discussed. (TJH)

Pollatsek, Alexander; And Others
Beliefs Underlying Random Sampling.
Massachusetts Univ., Amherst. Dept. of Physics and Astronomy.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 88
NOTE- 30p.
GRANT- NSF-SED80-16567; NSF-SED81-13323
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beliefs; *College Mathematics; Educational Research; Higher Education; *Mathematical Applications; Mathematical Concepts; Mathematics Education; Population Distribution; *Probability; *Sampling; *Statistics

The general question examined by this study was whether the tendency of subjects to ignore the known score in giving the best guess for a sample mean was due to a descriptive heuristic such as representativeness or to a mechanistic one such as active balancing. Two experiments were conducted. In Experiment 1, subjects estimated: (1) the mean of a random sample of ten scores consisting of nine unknown scores and a known score that was divergent from the population mean; and (2) the mean of the nine unknown scores. The modal answer (about 40% of the responses) for both sample means was the population mean. The results extend the work of Tversky and Kahneman (1971) by demonstrating that subjects hold a passive, descriptive view of random sampling rather than an active balancing model. This result was explored further in in-depth interviews (Experiment 2), wherein subjects solved the problem while explaining their reasoning. The interview data replicated Experiment 1 and further showed (a) that subjects' solutions were fairly stable--when presented with alternative solutions including the correct one, few subjects changed their answers; (b) little evidence of a balancing mechanism; and (c) that acceptance of both means as 400 is largely a result of the perceived unpredictability of "random samples." (Author/AA)

ED 296 914 SO 018 821

Price, Jay, Comp.; And Others
Celebrating Our Constitution. Summary of Selected Programs of State and Local Bicentennial Commissions and Other State Organizations.
Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- Apr 87
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Organizations; *Community Programs; *Constitutional History; County Programs; Local History; Organizations (Groups); *Planning Commissions; Program Content; *Program Descriptions; State History; *State Programs; United States History; Urban Programs
IDENTIFIERS- *Bicentennial; Commemorative Events; *United States Constitution

Specific state and local programs and activities, designed to celebrate the Bicentennial of the U.S. Constitution, are included in this booklet. The events, listed alphabetically by states, Puerto Rico, and the District of Columbia, are included to demonstrate the depth and diversity of U.S. bicentennial activities. Six hundred bicentennial communities are noted, along with information about how cities, towns, villages, and counties can obtain this designation. Twenty-four examples of possible bicentennial communities' events, programs, and activities are included. (JHP)

ED 296 959　　　　　　　　SP 030 307

Sutherland, Mary S.
School Health Education/Educators Status in Florida.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Health Education; *School Demography; School Health Services; Staff Development; State Standards; Teacher Certification; *Teacher Distribution; Teacher Employment
IDENTIFIERS- *Florida

A questionnaire was used to survey county school health education coordinators, supervisors or contacts in Florida. Forty contacts representing 24 rural and 16 urban school districts returned the completed questionnaire. A brief comment accompanies each of the listed responses to the nine questions on the current status of health education in Florida. Questions concerned the number of teachers certified in health education who teach health education and life management skills classes, potential placement of health education interns in schools, school district hiring plans for certified health educators over five years, and professional and personal health interests of teachers and certified health education teachers. (JD)

ED 296 976 SP 030 382

Richards, Janet C.; Gipe, Joan P.

Reflective Concerns of Prospective Teachers in an Early Field Placement.

PUB DATE- 24 Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Concept Formation; *Developmental Stages; Field Experience Programs; Higher Education; *Personal Narratives; Preservice Teacher Education; *Student Teachers; Student Teacher Supervisors; Teacher Student Relationship; *Teaching Experience; Vocational Maturity

Prospective teachers in early field placements may gradually develop more mature concerns for pupils if they are given opportunities to reflect upon classroom experience. This study provides information concerning a reflective inquiry model compatible with early field placement. Participants were 12 student teachers engaged in classroom teaching who wrote their reflections on the day's events in their journals. Their supervisors read and then wrote feedback comments in the journals. The comments were, for the most part, supportive and encouraging. The reflective statements gathered within the dialogue journal inquiry model lent support to the idea of a developmental conceptualization of teachers' concerns. Four levels of concerns, progressing from "self" to "students", were apparent. Appendices contain excerpts from the student teachers' journals, including supervisor comments. (Thirty-five references are listed.) (JD)

ED 297 039 UD 026 155

Reyes, Lilia M.; Waxman, Laura DeKoven
The Continuing Growth of Hunger, Homelessness, and Poverty in America's Cities: 1987. A 26-City Survey.
United States Conference of Mayors, Washington, D. C.
PUB DATE- Dec 87
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Emergency Programs; Employment Problems; *Homeless People; *Housing Needs; Human Services; *Hunger; Low Income Groups; Low Rent Housing; Population Trends; *Poverty; Unemployment; *Urban Areas; Urban Demography; Urban Population; *Urban Problems

This survey assesses the status of hunger, homelessness, and poverty in cities in the United States during 1987. The findings include the following: (1) the number of the homeless and the poor had increased and was expected to continue to increase; (2) the demand for emergency food assistance and emergency shelter assistance had increased and was expected to increase; (3) emergency food and shelter facilities must turn away some of those in need due to lack of resources; (4) the causes of hunger were unemployment, inadequate income assistance levels, and poverty; (5) the causes of homelessness were the lack of affordable low-income housing, mental illness, and unemployment; (6) every city used local funds and state or Federal grants to support programs for the hungry and the homeless; (7) the demand by low-income households for housing assistance increased; (8) assisted housing programs were serving one-third of the eligible low-income families; (9) none of the survey cities expected to be able to meet the housing needs of low-income households in the future due to declining Federal assistance; (10) unemployment either decreased or remained constant, but those figures did not reflect discouraged workers; and (11) while 64 percent of the cities reported that they had benefited from the national economic recovery, 81 percent said that the economic recovery had not helped hungry, homeless, or other poor people. Statistical tables, a copy of the survey questionnaire, and comments from respondents are included. (FMW)

ED 297 052 UD 026 276

Calhoun, Charles A.; Espenshade, Thomas J.
Childbearing and Wives' Foregone Earnings. Project Report.
Center for Policy Research, New York, N.Y.; Urban Inst., Washington, D.C.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
PUB DATE- Nov 86
NOTE- 57p.
CONTRACT- NICHHD-N01-HD-12820
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Birth Rate; Blacks; Educational Attainment; *Employed Parents; Employed Women; *Employment Opportunities; Enrollment; *Labor Force; Marital Status; *Mothers; *Racial Differences; Whites; Working Hours
IDENTIFIERS- *Opportunity Costs

This report combines the techniques of multistate life table analysis with the human capital theory of wages to derive new estimates of the impact of children on hours of market work and earnings for American women aged 15 to 55 years old. The impact of fertility on female labor force behavior is analyzed, and opportunity expenditures (the money value of foregone employment opportunities) associated with different childbearing patterns is examined. The relative impacts of race, school enrollment, educational attainment, marital status, marital status changes, and birth cohorts are also considered. Among the findings are the following: (1) with identical childbearing patterns, white women forego roughly five times as much as black women in market earnings--approximately $25,000 per birth for white women, and $5,000 per birth for black women; (2) foregone hours of market work per birth are two to three times higher for white women than for black women--approximately 1,500 to 3,000 hours per birth for white women, and 600 to 1,000 hours per birth for black women; (3) opportunity expenditures for white women have been declining over time; (4) for women of similar background and labor market experience, opportunity expenditures on children are roughly proportional to the number of births; and (5) it is the labor supply reductions immediately following each birth that contribute most to observed opportunity expenditures, whereas the effect of total family size is small by comparison. Data are presented on 13 tables. Twenty-six endnotes and 88 references are included. (Author/BJV)

ED 297 065 UD 026 296

Cohort Dropout Study: The Class of 1986. OEA Analytic Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Oct 87
NOTE- 45p.; For results for the class of 1987 and an update on the class of 1986, see UD 026 301.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Dropout Characteristics; *Dropout Rate; Dropout Research; Educational Attainment; High Schools; *High School Students; Longitudinal Studies; Sex Differences; *Urban Education
IDENTIFIERS- *New York (New York)

In order to determine the extent to which New York City students are dropping out of high school, the progress of the over 70,000 members of the class of 1986 was followed from September 1982, through June 1986. By the date of their anticipated graduation, the class of 1986 was characterized by the following: (1) 22 percent had dropped out; (2) 12 percent had moved out of the city and/or had enrolled in other educational institutions; (3) 41 percent had completed their education successfully, 36 percent by earning a high school diploma and 5 percent by earning a General Equivalency Diploma (GED); (4) 21 percent remained enrolled in the school system; (5) 4 percent were of "unknown status" (they were not attending school, but either their discharge from school was not recorded due to a data-entry error, or they had not been officially discharged); (6) both the dropout rate and the graduation rate will rise as students from the "still enrolled" category complete their education; (7) a third of the students were already overage when they entered grade 9, and they were the students most likely to drop out; (8) females had significantly higher graduation rates and lower dropout rates than males; (9) almost three-quarters of dropouts never proceeded beyond grade 10; (10) over a third of dropouts left school at age 19 or older, suggesting that many persist in school beyond the age of 18 despite the fact that they fail to progress from grade to grade. Data are presented on 29 tables and figures. (BJV)

ED 297 078   UD 026 310

Proller, Norman L.
Evaluation of the 1986-87 ECIA Chapter II Teaching Enrichment Activities to Minorities Project.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Nov 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Advanced Placement Programs; Elementary Education; *Enrichment; *High Achievement; *Minority Group Children; *Program Effectiveness; Program Evaluation; Special Education; Students
IDENTIFIERS- Dade County Public Schools FL

The 1986-87 Teaching Enrichment Activities to Minorities (TEAM) Project provided special education to identified minority students who exhibited characteristics that might make them eligible for placement into an advanced academic program. The 1986-87 TEAM Project operated in 16 elementary schools and served approximately 550 pupils. An evaluation of the program revealed the following: (1) 12 of the 16 TEAM schools used the appropriate criteria for admitting students to the project, while four of the schools failed to do this; (2) all TEAM teachers developed appropriate lesson plans and instructional activities; (3) project students, taken as a group, achieved gains in their reading comprehension, mathematics computation, mathematics application Stanford Achievement Tests scores, and Peabody Picture Vocubulary Test scores above and beyond those expected from spending a typical year in school; and (4) of the 56 TEAM pupils referred for admission to an advanced placement program, 28 had been tested and 21 had been accepted. Data are presented on six tables. A list of unofficial recommendations is appended. (BJV)

ED 296 855 RC 016 680

Moxley, Robert L.; Liles, James
Agriculture and Locality Interrelationships: Perspectives of Local Officials and Farmers.
PUB DATE- 87
NOTE- 31p.; Paper is a revision of one presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agribusiness; Agriculture; Attitude Measures; Community Attitudes; *Community Cooperation; Community Problems; Community Surveys; County Officials; *Cultural Interrelationships; Farmers; Industrialization; Industry; *Land Use; Local Government; Modernization; Public Officials; Public Policy; *Rural Development; *Rural Urban Differences; *Socioeconomic Influences
IDENTIFIERS- Family Farms

The focus of this study is the impact of urban activities (such as industry) and local governments on agriculture and the impact of agriculture on localities. This report is based on a qualitative study of an agricultural county, and interviews with community and county officials and farmers. The perceptions and opinions of officials are compared with those of the farmers. Because of the lack of research on this topic, open-ended questions were used to provide the widest opportunity for each group to select their own responses. This approach yields results which reflect significant differences of opinion of these three groups and the differences in the meaning the groups ascribe to such common terms as "agricultural activities." Increased non-agricultural development appears to have produced a shift toward commercial development efforts in local communities and county industrial development (including agribusiness) at the county level. These trends appear to give reduced importance to policies that might assist the average farmer. These findings may portend a shaky future for collaboration among the groups studied. Included are 3 tables and 19 references. (TES)

ED 296 944 SO 019 290

Wood, Robert W.; And Others
Geographical Knowledge of University Students.
PUB DATE- May 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Development; *Educational Change; Educational Research; *Geographic Location; *Geography Instruction; Higher Education; Maps; *Map Skills; *School Surveys; Social Studies; Teacher Effectiveness
IDENTIFIERS- *University of South Dakota

In order to obtain information on the status of geographical knowledge possessed by University of South Dakota (Vermillion) students, a geography survey designed to determine specific knowledge about the locations of bodies of water, countries, and cities was conducted. One map was used for identifying cities, while the second was used for identifying bodies of water and countries. The survey was administered to 660 students. If 70 percent is regarded as a passing grade at the college/university level, then the students in this study failed in their knowledge of locations of water bodies, countries, and cities. The highest mean correct response was 67 percent for locations of water bodies. The location of countries was a distant second with a mean response rate of 40 percent. Locations of cities was the lowest of the three categories with a mean response of 32 percent. The study indicates a statistically significant difference between those students who have had a geography class in high school and those who have not. However, the mean of correct responses of locations of water bodies for those who have had a geography class is 71 percent barely a passing score. For those having had a geography class the mean scores for locating countries and cities is only 43 percent and 35 percent respectively. Data are illustrated in tables. The geography survey which was administered in the study is appended. (SM)

ED 296 994 SP 030 438

Dillon, J. T.
Questioning and Teaching. A Manual of Practice.
REPORT NO.- ISBN-0-8077-2924-8
PUB DATE- 88
NOTE- 195p.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10017 ($16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Discovery Learning; *Discussion (Teaching Technique); Elementary Secondary Education; *Inquiry; Learning Processes; *Learning Strategies; *Questioning Techniques; *Teaching Methods

Questions and questioning play a major role in both formal and informal educative processes. They are the means by which a child expresses the desire to understand the world outside and they subsequently become the means by which a teacher assesses whether or not a child has satisfactorily assimilated something. This book considers questions from the point of view of the questioner and that of the person being questioned and considers pupil and teacher in both of these roles. The book is grounded in theory, research and practice and is informed by the theory of, and research into questions in other fields including psychotherapy, criminal interrogation, and computer science. (Author/JD)

ED 296 885 SE 049 411

Orlich, Donald C.
Physical Science Methods for Elementary Teachers. An Experimental Course. A Model to Improve Preservice Elementary Science Teacher Development. Volume V.
Washington State Univ., Pullman.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 15 Jun 88
NOTE- 452p.; For other volumes in this series, see SE 049 407-412.
GRANT- TEI-8470609
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Science; *Course Content; Course Descriptions; Curriculum Development; Elementary Education; Elementary School Science; Experiential Learning; Higher Education; *Preservice Teacher Education; Science Education; *Science Experiments; Science Teachers; Science Tests; *Teacher Education Curriculum; *Teaching Methods

A group of scientists and science educators at Washington State University has developed and pilot tested an integrated physical science program designed for preservice elementary school teachers. This document is a comprehensive guide to be provided to students in a physical science teaching methods course. Chapters include: (1) "Science as a Focus" (rationales, teacher as decision maker, trends and progress); (2) "Determining What Will Be Taught" (planning and objectives); (3) "Taxonomics and Teaching Science"; (4) "Questions and Teaching Science"; (5) "Using Science-Related Discussions"; (6) "Using the Real Stuff of Science: Inquiry"; (7) "Classroom Management"; (8) "Simulations and Games in Science Teaching"; (9) "Science Safety"; and (10) "Evaluating Students and Elementary Science Programs." Each chapter concludes with a list of references. An outline of the methods course content is appended. (CW)

ED 296 900 SE 049 439

Math 3008--Developmental Mathematics II. Course Outline.
New York Inst. of Tech., Old Westbury.
PUB DATE- Jun 87
NOTE- 34p.; For related documents, see SE 049 438-443.
LANGUAGE- English
EDPS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Algebra; Behavioral Objectives; *College Mathematics; *Course Content; *Course Descriptions; Course Organization; Higher Education; Mathematical Concepts; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Materials; Mathematics Skills; *Problem Sets; Problem Solving; Undergraduate Study

IDENTIFIERS- New York Institute of Technology

This document contains the course syllabus and 12 independent practice modules for an introductory college algebra course designed to develop student proficiency in the basic algebraic skills. This is designed as the second of a two-semester sequence. Topics include performing operations with radicals and exponents; learning to solve equations; learning to graph linear equations; learning to find solution sets algebraically; and an overview of the properties of angles and triangles. Information given in this syllabus includes: (1) textbook; (2) grading criteria; (3) course description; (4) course procedures; (5) behavioral objectives; and (6) course outline. (CW)

ED 296 915 SO 018 855

Elementary and Secondary Core Curriculum Standards: Social Studies. Level K-12.
Utah State Board of Education, Salt Lake City.
PUB DATE- 87
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Core Curriculum; Curriculum Development; *Elementary School Curriculum; Elementary Secondary Education; Secondary School Curriculum; *Social Studies; State Curriculum Guides; *State Standards
IDENTIFIERS- *Utah

This Utah State curriculum guide specifies social studies core curriculum standards that must be completed by all K-12 students in order to meet Utah graduation requirements. The core curriculum is intended to represent ideas, concepts, and skills that provide a basic social studies foundation upon which subsequent learnings may be built. An introductory section including the K-12 program of studies and graduation requirements statement considers: (1) educational philosophy; (2) elementary, middle, and high school policies and programs; (3) general requirements; and (4) social studies core curriculum goals. A general course description is provided for kindergarten through third grade and for fourth through sixth grade. Core course standards and accompanying objectives are included for each elementary grade level. Specific course titles, credit units, and prerequisites, along with course descriptions, standards, and objectives are provided for grades seven through twelve. A social studies course chart is included. (JHP)

ED 296 931 SO 019 166

Acadians of Louisiana: Curriculum Guide. Grade 8. Bulletin 1780.
Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE- 87
NOTE- 237p.; Acadian Odyssey Bicentennial Commission and the Council for the Development of French in Louisiana co-sponsored the development of this publication.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Cultural Awareness; Cultural Background; *Cultural Education; Cultural Influences; Curriculum Development; Folk Culture; *Grade 8; History; History Instruction; Information Sources; Instructional Materials; Junior High Schools; Learning Activities; Program Content; Resource Units; *Social Studies; State Curriculum Guides; *State History; State Programs; Units of Study
IDENTIFIERS- *Acadians; Cajuns; *Louisiana

This document, a supplement to the "Louisiana Studies Curriculum Guide," was designed to enhance junior high school students' appreciation for the Acadian settlers impact on Louisiana history and culture. A course outline presents four units of study that include: (1) early history; (2) life in Louisiana; (3) social and cultural life; and (4) the evolving and modern Cajuns. Each unit is divided into specific sections that contain: (1) generalization, concept, and learner outcome statements; (2) a content outline; and (3) suggested activities. A 50-item bibliography and glossary of terms are provided. Appendices include: (1) a suggested teaching timetable; (2) a teacher's reference entitled, "Louisiana French Heritage"; (3) student handouts; (4) maps; (5) Acadian music and dances; (6) suggested French language learning objectives and activities; (7) an overview of Louisiana French oral literature; (8) an exploration of the role and history of Cajun music in Louisiana French society; and (9) a selected collection of Acadian recipes. Pictures are included. (JHP)

ED 296 960 SP 030 332

Israel, Richard G.; And Others
Cardio-Respiratory and Perceived Exertion Responses to Different Cranking Rates during Maximal Arm Ergometry.
PUB DATE- 88
NOTE- 16p.
GRANT- NA-0102
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cardiovascular System; *Exercise Physiology; Fatigue (Biology); Motor Reactions; *Stress Variables
IDENTIFIERS- *Arm Ergometry; Oxygen Consumption

This study compared cardio-respiratory and perceived exertion responses for four cranking rates (50, 60, 70 and 80 rpm) during a continuous maximal arm ergometry protocol in order to determine the most efficient cranking rate for maximal testing. Fifteen male volunteers from 18-30 years of age performed a continuous arm ergometry stress test in the sitting position using a Modified Schwinn Ergometric Model EX2-0 ergometer modified for arm work. After completion of the tests, subjects were asked to compare overall rates as to which were easiest and most difficult. Analysis of the resulting data indicated that the majority of subjects ranked slower cranking rate within a given comparison as the most difficult rate; the fastest cranking rate was rated as being the easiest overall. Since higher metabolic data was obtained at 80 rpm, it was concluded that in testing, the higher cranking rates should be used. Details of the instruments used in the study are discussed and test results are displayed on tables. (JD)

ED 297 010 TM 011 970

Johnson, Richard D.; And Others

Relying on Your Own Best Judgment: Imputing Values to Missing Information in Decision Making.

PUB DATE- May 86
NOTE- 14p.
AVAILABLE FROM- Richard D. Johnson, Department of Marketing and Economic Analysis, 3-23, Faculty of Business Building, University of Alberta, Edmonton, Alberta T6G 2R6, Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Consumer Economics; *Decision Making; *Evaluative Thinking; Higher Education; *Purchasing; Student Attitudes
IDENTIFIERS- *Missing Data; Price

Processes involved in making estimates of the value of missing information that could help in a decision making process were studied. Hypothetical purchases of ground beef were selected for the study as such purchases have the desirable property of quantifying both the price and quality. A total of 150 students at the University of Iowa rated the desirability of each of a series of ground beef purchases described by the cost and the quality (the percentage of fat or lean meat) of the beef. The subjects rated 24 purchases containing complete information and 24 containing incomplete information. The missing information component involved provision of information only on the price or only on the quality. The students were placed in positive or negative framing conditions involving characterization of the meat by lean content and by fat content, respectively. Data from the students' ratings of purchases indicate that: purchases are evaluated more favorably when information is framed positively, consumers place great confidence in their estimates and treat them as if they were veridical when they are asked to estimate missing values, and consumers' judgments are affected by the way objective information is framed and by the extent to which they are encouraged to use their previous experiences to infer the value of missing information. One table and eight graphs are presented. (TJH)

ED 296 870 SE 049 227

Barson, Alan; And Others
Mathematics Curriculum Outline and Sample Activities for Gifted Students Grades 2 through 8.
Mathematics Education Trust, Reston, VA.
PUB DATE- 83

NOTE- 40p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Computer Assisted Instruction; Computer Oriented Programs; Elementary Education; *Elementary School Mathematics; Functions (Mathematics); Geometry; *Gifted; Logic; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Probability; Statistics

This document includes a statement of 11 basic considerations for a mathematics curriculum for the gifted in grades two through eight and a series of activities appropriate for such a curriculum. The activities are grouped under five strands: (1) logic; (2) combinations (combinatorics), probability, introduction to statistics; (3) geometry, topology; (4) function; and (5) computer. Each strand is introduced with a list of materials or embodiments to be used in instruction, student objectives, and the mathematical topics to be studied. The topics include but are not limited to the Fibonacci Sequence, analogies, Pascal's Triangle, composition of functions, and Monte Carlo methods. (PK)

ED 296 977 SP 030 384

Babin, Patrick
Lecturing. 1986-1987. Occasional Monograph.
Ottawa Univ. (Ontario).
REPORT NO.- ISBN-0-920597-01-7
PUB DATE- 87
NOTE- 49p.; Document printed on gray paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Communication Skills; Higher Education; *Lecture Method; *Questioning Techniques; Teacher Effectiveness; *Teaching Methods

The major objectives of this monograph are to familiarize the reader (teachers) with the elements of an effective lecture and to help them understand lecture forms and how to organize them effectively. In the first section, the ingredients of a lecture are considered with emphasis upon the lecturer's style of delivery and techniques for relating to the student audience. Section 2 discusses preparing lectures, organizing them, and selecting the most effective presentation format. A part of this section offers suggestions for verbal interaction between the lecturer and students, e.g., oral questioning techniques and answering student questions. (JD)

ED 297 026 TM 012 005

Sanders, Jack; And Others

The PRO-S/E System for Assessing School Effectiveness: Development, Implementation, and Follow-up.

PUB DATE- 23 Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Improvement; Educational Planning; Educational Quality; Elementary Secondary Education; *Evaluation Methods; Factor Analysis; Inservice Teacher Education; *Program Evaluation; School Districts; *School Effectiveness; Technical Assistance
IDENTIFIERS- *Appalachia Educational Laboratory WV; Excellence in Education; *Profile of School Excellence

The development and structure of the Profile of School Excellence (PRO-S/E) are described, and the needs for which the PRO-S/E was developed are explained. A product of the Appalachia Educational Laboratory (AEL) in West Virginia, the PRO-S/E has been involved in evaluation and improvement planning and intervention for 25 urban and regional school districts. The AEL offers School Excellence Site status to districts within AEL's service region (Kentucky, Tennessee, Virginia, and West Virginia) following their participation in the PRO-S/E process. Most schools call on the AEL for follow-up technical assistance after PRO-S/E studies. Assistance usually involves the provision of inservice training. In 1985, the PRO-S/E teacher and student surveys (for grades 1-4 and 5-12) were revised. In addition, a factor analysis of the four PRO-S/E instruments was undertaken, and the data analysis system, which now runs on a BASIC language program, was upgraded. Brief analyses are provided of the use of PRO-S/E in a school district in Lexington, Kentucky; training of university faculty in Kentucky, Tennessee, and West Virginia to use the PRO-S/E; and follow-up with school districts after use of the PRO-S/E. Five figures are attached. (TJH)

ED 297 079 UD 026 311

Characteristics of the 25 Largest Public Elementary and Secondary School Systems and Districts: Fall 1986. E.D. TABS.

Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-88-041
PUB DATE- Mar 88
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; *Demography; Elementary Schools; Elementary School Students; *Enrollment; *School Districts; School District Size; Secondary Schools; Secondary School Students; *Statistical Data; *Urban Areas
IDENTIFIERS- *Large School Districts

This report presents final data on the number of schools, students in membership, and full-time-equivalent teachers reported for the 25 most populous cities and public elementary and secondary school districts in the United States. Cities are ranked on the basis of 1986 population estimates compiled by the United States Bureau of the Census. School district data were culled from information reported to the Center for Education Statistics by the states through the Common Core of Data surveys for the 1986-87 school year. Among the highlights of the report are the following: (1) student membership in the 25 most populous cities of the country accounted for more than 11 percent of the total student membership nationwide in fall 1986; (2) in eight of these cities, more than one school system served the elementary/secondary school population; (3) students in 23 of these cities were taught by 221,475 full-time-equivalent teachers; (4) a total of 82 school districts served 7,736 schools in these cities and outlying areas; (5) schools in these districts served more than five million students; (6) the New York City School District, with a student membership of 938,606, represents 17.7 percent of the combined student membership of these school districts; and (7) more than 265,000 full-time-equivalent teachers taught at schools in 24 of these districts. Data are presented on two tables. (BJV)

ED 296 856 RC 016 681

Newcomb, Thomas L.
A Study of Amish and Conservative Mennonite Schooling in Ohio 1982-1985.
PUB DATE- 86
NOTE- 24p.; Paper presented at a Conference entitled "Internal and External Perspectives on Amish and Mennonite Life II" (Essen, West Germany, 1986). Photographs will not copy well.
AVAILABLE FROM- Dr. Thomas L. Newcomb, 19130 Nelson-Parkman Rd., Garrettsville, OH 44231 ($10.00 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Amish; Cooperative Programs; Cultural Differences; *Educational Development; Elementary Secondary Education; *Parochial Schools; *Program Evaluation; Public Schools; Religious Education; Second Language Instruction; Social Differences
IDENTIFIERS- Amish (Old Order); *Mennonites; Ohio

This paper is a summary of a longer report on a 1982 study, "Amish and Conservative Mennonite Schools in Ohio: A Comparative Study Incorporating Ohio's Minimum Standards for Elementary Schools." The purpose of the study was to evaluate the growth and progress of Old Order Amish and Conservative Mennonite schools in Ohio since 1960, when a similar study was issued by the Ohio Legislative Services Commission. Interviews, research materials, surveys and general observations were incorporated into the study. The results of parent and teacher surveys are summarized briefly, as are changes in the law affecting culturally different pupils. Observations are made on the use and teaching of High German, Pennsylvania German, and English in Amish schools. It is concluded that Amish parochial schools and the Conservative Mennonite schools have experienced considerable growth since 1960 and that tensions between parochial and public school factions appear to have eased since then. In 1982, Amish schools showed evidence of more contact and cooperation with the public schools than did Conservative Mennonite schools. The quality of Amish and Conservative Mennonite parochial schools appears to have improved, as have relations between them and neighboring public schools. Also, public schools that have Amish or Mennonite pupils in their enrollments are becoming more sensitive to the needs of those pupils. A 23-item bibliography is included. (TES)

ED 296 901 SE 049 440

Math 3310--Technical Mathematics I. Course Outline.
New York Inst. of Tech., Old Westbury.
PUB DATE- Jun 87
NOTE- 42p.; For related documents, see SE 049 438-443. Contains some light and broken type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Behavioral Objectives; *College Mathematics; *Course Content; *Course Descriptions; Higher Education; Mathematical Concepts; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Materials; Mathematics Skills; *Problem Sets; Problem Solving; *Technical Mathematics; Undergraduate Study
IDENTIFIERS- New York Institute of Technology

This document contains the course syllabus and 12 independent practice modules for a college pre-calculus designed as the first course in a two-semester sequence for students in a Bachelor of Technology program. The course emphasizes engineering technology applications and verbal problems. Topics include a review of elementary algebra; factoring and algebraic fractions; exponents and radicals; rectangular coordinates and functions; systems of linear equations; straight lines; quadratic equations; and trigonometry of the right triangle. Information given in this syllabus includes: (1) textbook; (2) references; (3) grading criteria; (4) course description; (5) prerequisites; (6) behavioral objectives; and (7) course outline. (CW)

ED 296 932   SO 019 169

World Geography Curriculum Guide: Map Supplement. Secondary Social Studies. Bulletin 1727.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.

PUB DATE- 87

NOTE- 146p.; For related document, see ED 295 884.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Geographic Materials (133)

DESCRIPTORS- *Geographic Regions; *Geography Instruction; High Schools; Instructional Materials; *Maps; Physical Geography; Social Studies; State Curriculum Guides; Units of Study; *World Geography

IDENTIFIERS- *Louisiana

Designed to supplement and complement the Louisiana "World Geography Curriculum Guide: Bulletin 1727," this document contains 72 maps that can be used for instructing high school students. Two world maps are provided, along with regional map sets of: (1) Anglo-America; (2) Asia; (3) Africa and the Middle East; (4) Europe; (5) Latin America; (6) Oceania; (7) Southern Africa; and (8) the USSR. Within each regional map set are maps that highlight: (1) the area's physical outline; (2) agriculture; (3) land use; (4) manufacturing and resources; (5) natural vegetation; (6) physical features; and (7) political boundaries. Climatic regions and population-type maps are provided for most of the geographic areas. A September, 1986 list of foreign diplomatic representatives and counselor offices in the United States is appended. (JHP)

ED 296 945 SO 019 325

Speirs, Verne L.

Law-Related Education: Making a Difference.

SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 85
NOTE- 20p.
GRANT- 85-JS-CX-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Development; *Citizenship Education; Constitutional Law; *Criminal Law; Delinquency; *Law Related Education; Social Studies; *Student Attitudes; Student Problems; Youth Problems; *Youth Programs

Law-related education (LRE) seeks to improve the citizenship skills and attitudes of young people by providing them with an understanding of law, the legal process, and the legal and political systems. This brochure describes five national law-related education projects supported by the Office of Juvenile Justice and Delinquency Prevention in the U.S. Department of Justice. The American Bar Association's Special Committee on Youth Education for Citizenship (ABA/YEFC) helps to develop high quality programs about the law and legal process in elementary and secondary schools throughout the United States. Law in a Free Society (LFS) is a project of the Center for Civic Education (CCE), a nonprofit corporation affiliated with the state bar of California. The Constitutional Rights Foundation (CRF) has developed programs designed to make children competent, participating citizens. The National Institute for Citizen Education in the Law (NICEL) is a nonprofit organization dedicated to fostering widespread understanding of the law and the legal system. Phi Alpha Delta Law Fraternity. International, the world's largest legal fraternity, works closely with national, state, and local LRE programs by generating grassroots support among local bar associations, school districts, juvenile justice agencies, and other community organizations. A list of state contact LRE leaders is provided. (SM)

ED 296 995 SP 030 441

Maeroff, Gene I.
The Empowerment of Teachers. Overcoming the Crisis of Confidence.
REPORT NO.- ISBN-0-8077-2908-6
PUB DATE- 88
NOTE- 152p.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($11.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; Elementary Secondary Education; *Participative Decision Making; *Professional Autonomy; *Professional Recognition; *Self Determination; *Status Need; Teacher Attitudes; Teacher Effectiveness; Teacher Morale; Teacher Role; *Teaching (Occupation)

Using the Rockefeller Foundation's project CHART (Collaboratives for Humanities and Arts Teaching) as a basis for the study, this book examines the demoralization and lack of status that plague the teaching profession today. The premise of the book is that doors will open toward empowerment if teachers are given the proper circumstances to become more expert as teachers. By simultaneously conferring status on teachers, building up their knowledge base, and giving them access to the processes of decision making, they would be treated with more dignity, would feel better about themselves, would have more to say about the way they teach, and could more readily influence decisions affecting the schools. (JD)

ED 297 040 UD 026 248

Vroman, Wayne

Labor Supply and Black Men's Relative Earnings since 1964.

Urban Inst., Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- SES-8309698
PUB DATE- Feb 87
NOTE- 31p.
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Blacks; Hypothesis Testing; *Income; Labor Force Development; Labor Force Nonparticipants; *Labor Supply; Longitudinal Studies; *Low Income Groups; *Males; *Racial Differences; Whites
IDENTIFIERS- Labor Force Analysis; Labor Market Theory; Transfer Payments

This paper examines the effects of labor supply reduction on published measures of the average annual earnings of black men since 1964. Time series data show that black men, who traditionally earn much less than whites, realized major gains in relative earnings between the mid-1960s and mid-1970s, but since the mid-1970s their position relative to white men has been stable. Male labor supply indicators are examined to assess the size of the labor supply changes and the possible effects of sample censoring on published earning medians. Also examined is Butler and Heckman's labor supply-sample censoring hypothesis, which suggests that growth in government transfer payment programs since 1964 has been responsible for an apparent gain in black relative earnings. The following conclusions were reached: (1) little support was found for the testable implications of the sample censoring hypothesis; and (2) labor supply reductions had only a modest effect on the published earnings medians in 1985. Most of the gain in relative earnings realized by black men since 1965 was due to factors other than labor supply reductions. Data are presented on four tables. Footnotes and a bibliography of 26 items are included. (BJV)

ED 297 053 UD 026 277

Sreedhar, M. V.
Educational Issues of the Socially Disadvantaged Children.
PUB DATE- 85
NOTE- 26p.; Best copy available. Document may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bias; Caste; Educationally Disadvantaged; *Educational Needs; Elementary Education; Females; Foreign Countries; Language Acquisition; *Language Handicaps; Language Styles; Lower Class Parents; *Lower Class Students; Middle Class Parents; Middle Class Standards; Middle Class Students; *Minority Group Children; Mothers; Parent Role; Sex Discrimination; *Social Discrimination; Socialization; Teacher Attitudes
IDENTIFIERS- Hindustani; *India

Even though enrollment in elementary schools and national literacy rates have increased greatly in India since its independence in 1949, the number of dropouts and illiterate individuals will also continue to increase unless the needs of the socially disadvantaged are identified and met. The majority of the dropouts and the illiterates belong to socially disadvantaged groups such as the scheduled castes and tribes, urban slum dwellers, and working class families. Almost three-quarters are females. While the rapid national birth rate accounts in part for the paradoxical literacy and illiteracy rates, responsibility must also be assigned to Indian educators who have failed to adapt to the demands of mass education. India perpetuates an educational system whose curriculum is based on a middle class bias. The lower class child is perceived by teachers to be uneducable. A study was conducted to identify factors that account for the low attainment of lower class children. Interviews were conducted with an unspecified number of children under the age of five years and their mothers from lower class groups. Results were compared with the responses of four mothers and their children drawn from the middle class. Findings indicate the following factors including: (1) discontinuity between the home and the school environments; (2) language deprivation; and (3) language use account for the situation. A list of references is included. (FMW)

ED 297 066 UD 026 297

Solomon, Henry; And Others

Middle School Attendance Improvement Dropout Prevention (A.I.D.P.) Program 1986-87. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Mar 88
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; Grade Repetition; *High Risk Students; *Middle Schools; Program Development; Program Effectiveness; *Program Evaluation; Program Implementation; Student Characteristics; *Urban Education
IDENTIFIERS- *New York (New York)

The Attendance Improvement Dropout Prevention (AIDP) program in New York City identifies and delivers services to middle school students who are excessively absent or otherwise at risk of dropping out. The AIDP program has the following components: (1) facilitation; (2) attendance; (3) guidance; (4) health; (5) school-level linkages; and (6) alternative education programs. Evaluation of the 1986-87 program revealed the following: (1) AIDP funds were allocated to 69 middle schools; (2) a total of 9,554 students participated in the program; (3) the program was more successfully implemented in 1986-87 than it had been in 1985-86: students received more services than they had in the previous year; (4) the program met the objectives set forth by the Chancellor: over 50 percent of AIDP students had better rates of attendance and passed more courses than they had in 1985-86; and (5) attendance rates and course pass rates tended to increase for those students who participated in the AIDP program for the entire school year and received a full range of services. This report presents the characteristics of the participating schools and students, as well as some aspects of the school context in which the programs operated. Recommendations based on evaluation findings are offered.

Data are presented on 14 tables and figures. A list of references is included. (BJV)

ED 296 871 SE 049 228

Aiken, Mary Jo

Econographs for Graphacons.

Mathematics Education Trust, Reston, VA.
PUB DATE- 86
NOTE- 30p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; Economics Education; *Graphs; *Mathematical Applications; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics

This five-lesson unit is designed to give students a flavor of what the study of economics is about, to strengthen mathematical concepts the students already know, to allow them to experience the interrelationship between the two fields of mathematics and economics and to experience success and enjoyment. Topics of instruction include: (1) types of graphs used in economics and examples of their use; (2) relationships between tabular and graphic presentations; (3) the importance of slope in linear and non-linear situations; (4) tangent as slope; (5) supply and demand laws and the point of equilibrium; (6) the importance of labeling a graph; (7) the equation form of supply and demand; and (8) gross national product in current and constant dollars and the percent of change. The pattern suggested for covering topics includes reviewing a basic graph pattern, working through a problem from a typical mathematics book, demonstrating an application of the principle in the field of economics and an assignment from the field of economics. (PK)

ED 296 886 SE 049 412

Lutz, Julie H.; Orlich, Donald C.
A Model to Improve Preservice Education Science Teacher Development.
  Final Project Report.
Washington State Univ., Pullman.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 15 Jun 88
NOTE- 52p.; For the courses in this program, see SE 049 407-411.
GRANT- TEI-8470609
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Measures; College Science; Course Content;
  Course Descriptions; *Curriculum Development; Elementary Education;
  *Elementary School Science; Experiential Learning; Higher
  Education; *Physical Sciences; *Preservice Teacher Education;
  Science Education; Science Teachers; *Teacher Education Curriculum;
  Teaching Methods

A group of scientists and science educators at Washington State University (WSU) has developed and pilot tested an integrated physical science program designed for preservice elementary school teachers. Courses developed were: (1) fundamentals of astronomy and physics, (2) fundamentals of chemistry and earth sciences, and (3) methods for teaching elementary school science. During the project, courses were taught twice each so that student feedback could be integrated into final course materials. Assessment of student attitudes toward science showed that the cohort of participants was most positive about science and the teaching of science. This first project report provides background information; descriptions of each course; the project evaluation including the WSU science inventory test, a science attitude survey; tips on implementation and a discussion of dissemination activities. (CW)

ED 296 916   SO 019 046

McCracken, Tim

Double Coding: Some Characteristic Differences between Modernism and Postmodernism and the Implications for Honors Education.

PUB DATE- 18 May 87

NOTE- 15p.; Paper presented at the Conference of the National Institute for Staff and Organizational Development (Austin, TX, May 18, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Comparative Analysis; Culture; Curriculum Development; *Educational Philosophy; *Educational Theories; Higher Education; *Honors Curriculum; Models; *Modernism; Student Characteristics

IDENTIFIERS- Cultural Change; *Postmodernism; *Social Constructivism

Significant differences occur between the philosophies of the academic curriculum, the professors, and the students. Currently, curriculums tend to be predominately modern, while students prefer postmodern education theories. Academic institutions can respond to this cultural change by establishing integrated and interdisciplinary honors programs. This paper examines: (1) selected characteristics of modern curriculums; (2) selected characteristics of postmodern students; and (3) the use of the social construction model to synthesize western cultural changes. Specific applications of this model in the Union County College (Cranford, New Jersey) Honors Program are described in terms of: (1) curriculum design; (2) courses; (3) faculty participation; and (4) student, faculty, and course materials interactions. An appendix includes selected quotations and a list of essential differences between modernism and postmodernism. (JHP)

ED 296 961 SP 030 338

Public High School Principals' Perceptions of Academic Reform. Center for Education Statistics Bulletin.

Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-88-422
PUB DATE- May 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Administrator Attitudes; Decision Making; Educational Change; *High Schools; Parent School Relationship; *Principals; *Professional Autonomy; Public Schools; *School Policy; Secondary Education; Student Behavior

A survey of public high school principals asked which policies, programs, and practices designed to improve learning were currently in operation at their schools, and whether these policies were instituted or substantially strengthened in the past 5 years. These policies reflect the school-level recommendations for education reform made in "A Nation at Risk." Results indicated that in general principals did not perceive factors about their teachers, schools, or districts to be major obstacles to the school's improvement. The major obstacles were perceived to be "outside" the school--students and families. About two-thirds of the principals would like greater authority in exchange for greater accountability for their school's educational outcomes. Survey results are displayed on tables, and a copy of the survey questionnaire is included. (JD)

ED 296 978 SP 030 387

Williams, Jacqueline

The Moonlighting Experiences of Physical Education Teachers in New York State.

PUB DATE- 9 Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Faculty Workload; *Job Satisfaction; *Multiple Employment;

*Physical Education Teachers; *Teacher Salaries; *Teaching (Occupation)

This report presents a brief overview of the literature on teacher moonlighting and a description of a survey of physical education teachers in New York State who moonlight. A presentation of the findings includes a profile of the moonlighting physical education teacher who is typically male, married with dependents, and teaching at the secondary level. In a discussion of the implications of the study, questions are raised about the reasons teachers give for taking supplimentary jobs, and the effects working outside of the school may have on teaching effectiveness. (JD)

ED 297 011 TM 011 973

Fernandez, Nadine T.
Mobile Students and Statewide Testing: A Contextual Influence on District Performance.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Family Environment; Grade 10; Graduation Requirements; High Schools; *High School Students; School Districts; State Programs; *Student Mobility; Testing Programs; Transfer Students; Urban Areas
IDENTIFIERS- New Jersey High School Proficiency Test

The effect of student mobility on achievement on the High School Proficiency Test (HSPT), a state-mandated graduation test in New Jersey, was studied. Students in a small urban district in metropolitan New York City frequently transfer into and out of the district or between schools within the district. The research was conducted in an urban high school with a total enrollment of 1,628. The sample consisted of 315 tenth graders who had taken the HSPT in April of 1986. Seven hypotheses were tested with respect to mobility, school, and home factors that may affect student achievement and influence student performance on the HSPT. Student transcripts provided some of the study data. The results indicate that: (1) mobility has little effect on achievement when other school and home factors are held constant; and (2) a large set of complex social conditions affects student performance including language proficiency, behavior, and attendance. (TJH)

ED 296 996 SP 030 442

Orlosky, Donald E., Ed.

Society, Schools, and Teacher Preparation. A Report of the Commission on the Future Education of Teachers. Teacher Education Monograph No. 9.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN-0-89333-050-7

PUB DATE- May 88

NOTE- 82p.

CONTRACT- 400-86-0033

AVAILABLE FROM- ERIC Clearinghouse on Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036 ($9.50).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Change; Elementary Secondary Education; Governance; Higher Education; *Parent School Relationship; Preservice Teacher Education; School Business Relationship; *School Community Relationship; *Teacher Education Programs; *Teacher Effectiveness; Teacher Supply and Demand

While the major thrust of this monograph is to recommend procedures for the preparation of teachers, it is also emphasized that educational reform and school improvement depend upon the realistic clarification of the separate and interdependent roles of society and the parents of students. This report presents recommendations for improving teacher preparation programs, followed by a number of themes that develop their underlying rationale. The themes, selected on the basis of their significance, are: (1) "Fundamental Reforms" (Donald E. Orlosky); (2) "The New America for the Third Millenium" (William Georgiades); (3) "Teacher Supply and Demand" (Chris Pipho); (4) "Technology and Teaching" (Howard Mehlinger); (5) "Governance Issues in the Education Profession" (Joan Inglis); and (6) "Schools, Communities, and the Private Sector" (Joel L. Burdin). Fifty-two references are included. (JD)

ED 297 027 TM 012 006

Naccarato, Richard W.

Assessing Learning Motivation: A Consumer's Guide.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 69p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Bibliographies; Elementary Secondary Education; *Learning Motivation; School Personnel; *Student Evaluation; Student Motivation; *Test Reviews; Test Selection
IDENTIFIERS- Intrinsic Motivation; Paper and Pencil Tests

Guidelines for use by school practitioners in assessing students' motivation to learn are presented. Most of the instruments reviewed and literature discussed pertain primarily to the academic motivation and achievement of students in kindergarten through grade 12. Most are paper-and-pencil, self-report, group-administered measures that can be given within an hour. Definitions of basic concepts, current issues for assessing motivation, and thoughts on the future of assessment of motivation are presented. Lengthy reviews of certain selected instruments are presented, along with shorter reviews of related instruments and criteria for selecting appropriate measures of motivation. The guide is designed to provide users with enough of a conceptual overview of motivation and an awareness of existing instruments to proceed in their own review and selection more efficiently and systematically. Appendices include reviews of motivation measures, multidimensional measures, and motivation-related measures; a checklist for selecting a motivation instrument; and lists of testing resources and pertinent bibliographies. (TJH)

ED 297 080 UD 026 312

Lincoln, Yvonna S.

The Role of Ideology in Naturalistic Research.

PUB DATE- 9 Apr 88
NOTE- 24p.; Paper presented at the annual meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; *Ideology; Models; *Naturalistic Observation; Qualitative Research; *Research Design; *Researchers; *Research Methodology; Research Problems; *Social Science Research; Statistical Analysis
IDENTIFIERS- Researcher Subject Relationship

All social science serves some agenda: social science research is a value-bound, value-determined, context-situated, and ideologically loaded enterprise. Each researcher makes choices in the following areas, whether tacitly, implicitly, or deliberately: (1) a paradigm choice, either conventional (rationalistic) or emerging (naturalistic); (2) the methodology, or design strategy; (3) a methods choice, either qualitative or quantitative; and (4) a perspectives choice, such as realist, feminist, neo-Marxist, etc. In each of these areas, researchers can opt for either an open or a closed system; for either a pattern or a hypothetico-deductive paradigm. In determining what kinds of knowledge he or she thinks is important, meaningful, powerful, persuasive, and socially acceptable, the researcher is making a political statement. Choice points are illustrated on a figure and a list of references is included. (BJV)

ED 296 857 RC 016 682

Sinquah, A. T.; Massey, S. R.
The Hopi Educational Master Plan.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indian Reservations; American Indians; Community Control; *Educational Objectives; *Educational Planning; Educational Policy; Elementary Secondary Education; Federal Indian Relationship; School District Autonomy; *Self Determination; Tribal Sovereignty; Tribes
IDENTIFIERS- Arizona (North); Bureau of Indian Affairs; Bureau of Indian Affairs Schools; *Hopi (Tribe)

This document discusses the genesis of the Hopi Educational Master Plan Project, a long-range effort at planning a rural school system for a Native American population. The opening of a new junior/senior high school on the Hopi reservation in Northern Arizona raised many issues about the educational needs of the Hopi people. Staff of the Bureau of Indian Affairs/Office of Indian Education Programs and the Hopi Tribe's Department of Education met to develop and carry out a process for obtaining information about what the Hopi people wanted in their educational system in order to create a responsive plan. While the project emphasized the need for formal planning, the planning group worked under the assumption that a large amount of local input would improve the results. Planning meetings were held in which tribal and village leaders discussed the educational goals of the reservation. Despite the local input, the Hopi Tribal Council was reluctant to approve the plan and sent it back to a committee. The results of the project illustrated the importance of patience and the need for ongoing training about education and schools for people who were unused to decision making on anything but a local level. The master plan project was valuable in introducing and maintaining discussion of educational issues on the reservation. The report includes a seven-item reference list. (TES)

ED 296 887 SE 049 413

McIntosh, William J.; Zeidler, Dana L.
Teachers' Conceptions of the Contemporary Goals of Science Education.
PUB DATE- 86
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; *Objectives; *Questionnaires; Science and Society; Science Education; *Science Instruction; *Science Teachers; Secondary Education; *Secondary School Science; Surveys; Teacher Attitudes

This descriptive study was conducted to evaluate the relative emphasis secondary school teachers place on the science teaching goals of the 1960s which focused on processes and techniques designed to produce scientists, as compared to the goals of the 1980s which give priority to the relationship of science and technology to society. An eight-item bipolar scale which reflected the major goals of science for the 1960s and 1980s was developed as the study instrument. The sample population consisted of all middle and secondary school science teachers in the state of Delaware (N=307); analysis was based on the 113 questionnaires that were returned with complete information. The results indicated that the majority of respondents believed that science instruction should emphasize both sets of goals. When only those responses indicating a preferred goals orientation were considered, teachers facored the 1980s goals. Also teachers favoring 1980s goals felt stronger in their conviction than teachers preferring the 1960s goals. Implications and limitations of the study are discussed and a copy of the survey is appended. (RT)

The Quarterly: A Newsletter To Update Resources for Teaching Virginia Government, Vol. I.

Virginia Univ., Charlottesville. Inst. of Government.

SPONS. AGENCY- Virginia State General Assembly, Richmond.
PUB DATE- 86
NOTE- 34p.; For related documents, see ED 294 788 and SO 019 178.
AVAILABLE FROM- Teacher Resource Service, Institute of Government, Minor Hall, University of Virginia, Charlottesville, VA 22903.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Government (Administrative Body); High Schools; Instructional Materials; *Local Government; Newsletters; *Political Science; *Politics; Resource Materials; Social Studies; *State Government; State History; *United States Government (Course)
IDENTIFIERS- *Virginia

Designed to accompany and supplement the notebook "Resources for Teaching Virginia Government," this quarterly newsletter presents ideas, teaching strategies, and materials for government teachers and students. Issue No. 1 includes: (1) "The Gubernatorial Tenure Debate"; (2) "The Robb Years: An Interview with Larry Sabato"; (3) "Election Preview 1985: An Election Unit To Meet Standards of Learning Objectives"; (4) "The Sheriffs: Tradition and Reality"; (5) "Virginia's Jail Problems: Another View"; and (6) "Career Corner: Law Enforcement". Issue No. 2 contains: (1) "Toward a New Dominion"; (2) "Legislative Preview: General Assembly '86"; (3) "Career Corner: Careers of the Future"; (4) "Virginia Votes 1985: An Election Unit To Meet Standards of Learning Objectives"; (5) "Alignment and Dealignment: An Election Analysis" (D. McCloskey); and (6) "The Bottle Bill: A Case Study in Political Behavior". Issue No. 3 examines: (1) "New Haunts for Old Ideas: Antifederalism Today" (T. Warren); (2) "Virginia's Finances: The Budget Process"; (3) "Career Corner: Behind the Scenes at the General Assembly"; and (4) "Perspectives on Power: Pacs, Pull, and Public Policy". Issue No. 4 features: (1) "The Future of State and Local Government"; (2) "Gramm-Rudman-Hollings Act: What Does It Mean for Virginia?"; (3) "Planning in Virginia: What Kind of Communities Do We Want?"; (4) "Learning By Doing/Learning By Caring: The United Way Human Services Project"; and (5) "Local Taxation in Virginia: An Overview" (A. Spengler). Pictures are included. (JHP)

ED 296 946 SO 019 335

Natoli, Salvatore J., Ed.
Strengthening Geography in the Social Studies. National Council for the Social Studies Bulletin No. 81.
National Council for the Social Studies, Washington, D.C.
REPORT NO.- ISBN-0-87986-056-1
PUB DATE- 88
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Geographic Concepts; *Geography Instruction; *Global Approach; History; International Cooperation; *International Education; Skills; Social Studies; Teacher Attitudes; Teacher Education
IDENTIFIERS- Chernobyl Disaster; *Geographic Educ National Implementation Project

This bulletin is an outgrowth of the work of the Geographic Education National Implementation Project (GENIP), whose purpose is to implement the recommendations contained in the National Council for Geographic Education-Association of American Geographers 1984 publication, Guidelines for Geographic Education: Elementary and Secondary Schools. The bulletin is an attempt to demonstrate the power of geographical content, including the concepts and skills of geography as they relate to various components of the social studies curriculum. Salvatore J. Natoli and Charles F. Gritzner emphasize in chapter 1 that the goal of modern geographic education is to teach knowledge about the earth and to use that knowledge for personal enlightenment and development. In chapter 2, Joseph M. Cirrincione and Richard T. Farrell examine a study of some of the curricular issues facing professional geographers and educators. In chapters 3 and 4, Michael Libbee and Joseph Stoltman discuss geography within the social studies curriculum from an historical perspective, and also the place of geography in the social studies scope and sequence. In chapter 5, Dennis L. Spetz addresses the problem of adequate preparation of teachers of geography. In chapter 6, Robert W. Morrill, James Sellers, and Stephen A. Justham discuss the nuclear explosion at Chernobyl (Ukraine, USSR), as an example of global interdependence. George Vuicich, Joseph Stoltman, and Richard G. Boehm discuss the fundamental skills of geography in chapter 7. James F. Marran, Salvatore Natoli, and Joan Juliette explore ways to include more geography in the curriculum in chapter 8. Finally, in chapter 9, Richard Farrell and Joseph Cirrincione discuss the results of a study of how a national sample of social studies teachers viewed the five fundamental themes of geography outlined in Guidelines for Geographic Education. (SM)

ED 296 962 SP 030 342

Piantanida, Maria
A Theory of Professional Practice: Implications for Research on Professional Education.
PUB DATE- 4 Mar 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Curriculum Development; *Curriculum Research; Higher Education; *Professional Education; *Professional Training; *Research Needs

This concept paper proposes a set of curriculum issues for inclusion in the emerging research agenda on professional education. The focus of the proposed recommendations is upon the interface between professional practice and professional education. A formal theory is set forth of professional practice that emerged from a substantive grounded theory study on the nature of educational practice in hospitals. This formal theory is related to a view of curriculum which is relevant to education for professions according to theories on reflective practice. A set of implications for research in professional education is suggested. First is the need for a systematic examination of the extent to which a formal theory of practice fits within the scholarly tradition of a wide range of professions. A second avenue of inquiry is the implications of the formal theory of professional practice for the planning, development, implementation and evaluation of curriculum in professional education. A third avenue encompasses questions related to the structure and process of professional education curricula. A fourth area is an examination of modes of learning and instruction. Finally, the issue of evaluating and certifying competence is pointed out as a major concern of educators in the professions. (JD)

ED 297 041 UD 026 250

Espenshade, Thomas J.
Population Replacement and Immigrant Adaptation: New Issues Facing the West. Impact of Immigration in California, Policy Discussion Paper.
Urban Inst., Washington, D.C.
PUB DATE- Dec 86
NOTE- 22p.
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Asian Americans; *Birth Rate; Demography; Foreign Countries; Hispanic Americans; *Immigrants; Industrialization; *Migration Patterns; Population Distribution; Population Growth; *Population Trends; *Western Civilization
IDENTIFIERS- *Europe; *United States

The low fertility of Western industrial nations is likely to become a permanent condition; in the absence of immigration, populations with below-replacement fertility will eventually decline in size. But at the same time fertility is declining, international migration to the West is accelerating. Legal immigration to the United States rose from about 300,000 per year in the early 1960s to more than 570,000 per year in the early 1980s; the United States is now accepting nearly twice as many immigrants and refugees as all other nations combined. Immigration from Third World countries contributes to population growth in the following ways: (1) the addition of the immigrants themselves; and (2) immigrant fertility, which is often higher than native fertility. A stationary population, characterized by a fixed size and an unchanging age-sex structure, is forming in the United States; the indigenous population is diminishing, and a new population of immigrants and their descendants is emerging. This is evidenced by America's Hispanic population, which is growing three times faster than the total population. The potential for further change in the ethnic, racial, and linguistic balances of national populations is perhaps greater in Europe than in the United States. Concerns have been raised that immigrants are failing to adapt to the culture of their new home: increasingly immigrants are the focus of tension and the targets of abuse and violence. Recommendations for public policy are suggested. A list of references is included. (BJV)

ED 297 054 UD 026 278

Campbell, Bruce A.
The Impact of School Desegregation: An Investigation of Three Mediating Factors.
Georgia Univ., Athens.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 10 Apr 76
NOTE- 59p.; Paper presented at the Annual Meeting of the Southwestern Social Science Association (Dallas, TX, April 8-10, 1976). Portions contain light type.
GRANT- NEG-00-3-0188
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Behavior Theories; *Desegregation Effects; Educational Environment; Family Influence; High Schools; *High School Students; Peer Influence; Political Attitudes; *Racial Attitudes; *Research Methodology; School Desegregation; Self Esteem; Social Science Research; Social Theories; *Student Attitudes; Urban Education
IDENTIFIERS- Georgia (Atlanta); *Theory Development

The inconsistency of results to be found in the study of the impact of school desegregation arises in part from the failure to appreciate the complexity of the phenomenon. This report takes a broader view of school desegregation; the basic dependent variables are school level means in the following basic areas: (1) racial attitudes, (2) political attitudes; (3) self-confidence; and (4) achievement. Using a one-way analysis of variance approach, the investigation examined the ability of each of three mediating variables--the school environment, the family, and the peer group--to reduce the original differences in the inter-school means (considered separately for each race). The following theoretical approaches to understanding inter-school differences are considered: (1) contact theory; (2) deprivation theory; and (3) socialization theory. Seniors in six Southern urban high schools were surveyed, and 85 percent of them were interviewed. It was found that, although significant relationships may exist between a covariate and a dependent variable, there may be no reduction in inter-school differences when the covariate is removed. This factor may explain a good deal of the contradiction in earlier findings. Overall, contact theory was found to be unsatisfactory as an approach to understanding inter-school differences. Socialization theory is satisfactory only for whites, and only in the areas of political and racial attitudes. Deprivation theory is most successful, for both races and for all four of the tested areas. Data are presented on eight tables. An appendix lists the survey questions. A 40-item list of references is included. (Author/BJV)

ED 297 067 UD 026 298

Mei, Dolores M.; And Others

City-as-School High School National Diffusion Network Developer/Demonstrator Project End-of-Year-Report 1986-1987. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Jan 88
NOTE- 22p.; For related documents, see ED 281 942-943.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Dropout Prevention; High Schools; *Management Development; Models; *Nontraditional Education; Program Administration; *Program Development; *Staff Development; Validated Programs
IDENTIFIERS- *City as School Program; *National Diffusion Network Programs; Program Expansion; Program Objectives; Program Replication

City-as-School (CAS) is an alternative high school linking students to various out-of-school learning experiences throughout New York City. In 1985, the CAS was awarded a National Diffusion Network (NDN) four-year replication grant, given to exemplary programs to enable them to disseminate their model to other interested schools and districts throughout the country. The 1986-87 school year represented CAS's second full year of replication activities. In contrast to 1985-86, when CAS/NDN team members attended several general educational conferences, in 1986-87 initial awareness sessions took place only at alternative schools and NDN conferences, or at state governors' conferences that CAS was officially invited to attend. Eight districts around the country were selected for 1986-87 training as replicators, and will begin replication activities in fall 1987. The project's follow-up support, technical assistance, and in-service training objectives were achieved. CAS addressed the recommendations made in last year's Office of Educational Assessment report with the result that increased staffing and the addition of a full-time director have given the replication program a tighter structure with clearer objectives; also, the addition of replicator districts in New Jersey, Alaska, and Washington, D.C., has given the project a broader, more balanced geographical spread. Recommendations for next year are offered. (BJV)

ED 296 872 SE 049 229

Hunter, Walter M.
The Axial Curve Rotator.
Mathematics Education Trust, Reston, VA.
PUB DATE- 87
NOTE- 34p.; Drawings and photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Analytic Geometry; *Calculus; Graphs; *Manipulative Materials; Mathematical Concepts; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *Volume (Mathematics)
IDENTIFIERS- *Axial Curve Rotator

This document contains detailed directions for constructing a device that mechanically produces the three-dimensional shape resulting from the rotation of any algebraic line or curve around either axis on the coordinate plant. The device was developed in response to student difficulty in visualizing, and thus grasping the mathematical principles associated with curve rotation around the x- or y-axis. In addition to the directions, the document also includes a discussion of the development of prerequisite concepts, a lesson description, photographs of the axial curve rotator, and real world applications of the teaching unit. (PK)

ED 296 902 SE 049 441

Math 3011--College Algebra and Trigonometry. Course Outline.
New York Inst. of Tech., Old Westbury.
PUB DATE- Jun 87
NOTE- 41p.; For related documents see SE 049 438-443.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Behavioral Objectives; *College Mathematics; *Course Content; *Course Descriptions; Higher Education; Mathematical Concepts; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Materials; Mathematics Skills; *Problem Sets; Problem Solving; *Trigonometry; Undergraduate Study
IDENTIFIERS- New York Institute of Technology

This document contains the course syllabus and 12 independent practice modules for a college level mathematics course designed to provide the necessary foundation for success in calculus, develop logical thinking skills, and enhance analytic skills through problem solving. Topics include relations and functions; inequalities; complex numbers; quadratic equations; linear and quadratic systems of equations; higher degree equations; trigonometric functions; identities and equational functions of a composite angle; graphs of the trigonometric functions; logarithms; and binomial formula. Information given in this syllabus includes: (1) textbook; (2) references; (3) grading criteria; (4) course description; (5) course procedures; (6) behavioral objectives; (7) course outline; and (8) prerequisite. (CW)

ED 296 979 SP 030 388

Stedman, James B.; Jordan, K. Forbis
Education Reform Reports: Content and Impact.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- 17 Mar 86
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; *Educational Objectives; Educational Resources; High Schools; *Opinion Papers; *Position Papers; *Research Reports; State Action; Teacher Certification; Teacher Salaries; Teaching Conditions

In 1983 and 1984, a number of reports were issued that criticized the status of schools, primarily high schools. These reports gave impetus to widespread efforts to improve education. This paper presents an analysis of the content and impact of the reform reports, reviewing earlier reform efforts, assessing the primary ways in which the reports agreed and differed, delineating how various levels of government responded to the reform effort, and suggesting the reports' implications for education. An appendix provides detailed summaries of each of seven reform reports. (Author)

ED 296 917 SO 019 063

Colwell, Richard J., Ed.
Directory of International Music Education Dissertations in Progress, 1988.
Illinois Univ., Urbana. Council for Research in Music Education.
PUB DATE- 88
NOTE- 192p.; Dissertations in progress at Louisiana State University, Baton Rouge are not included.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Doctoral Dissertations; Guides; Higher Education; *Music Education; *Student Research; *Theses
IDENTIFIERS- *Dissertations in Progress

This directory of international in-progress music education dissertations presents selected information arranged alphabetically by student name under 28 topical categories. The entries also contain: (1) the student's address; (2) the advisor's surname; (3) the institution's name; and (4) the dissertation title. Some entries appear in multiple category listings. An alphabetical author index is included, and a non-integrated listing of USSR entries is appended. (JHP)

ED 297 012 TM 011 974

de Gruijter, Dato N. M.
The Rasch Model and Missing Data, with an Emphasis on Tailoring Test Items.
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Educational Testing; Estimation (Mathematics); Foreign Countries; *Item Analysis; Item Banks; *Test Items
IDENTIFIERS- Item Parameters; *Missing Data; Parameter Estimation of Sequential Testing; *Rasch Model

Many applications of educational testing have a missing data aspect (MDA). This MDA is perhaps most pronounced in item banking, where each examinee responds to a different subtest of items from a large item pool and where both person and item parameter estimates are needed. The Rasch model is emphasized, and its non-parametric counterpart (the Mokken scale) is considered. The possibility of tailoring test items in combination with their estimation is discussed; however, most methods for the estimation of item parameters are inadequate under tailoring. Without special measures, only marginal maximum likelihood produces adequate item parameter estimates under item tailoring. Fischer's approximate minimum-chi-square method for estimation of item parameters for the Rasch model is discussed, which efficiently produces item parameters. (TJH)

ED 296 980 SP 030 389

Roth, Robert A.; Lutz, Pamela B.
Alternative Certification: Issues and Perspectives.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 33p.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Policy Formation; *Program Development; Program Evaluation; Program Implementation; State Programs; *Teacher Certification; *Teacher Education Programs; *Teacher Effectiveness; *Teacher Qualifications
IDENTIFIERS- *Alternative Teacher Certification

Many states are adopting alternative certification programs as a nontraditional means of preparing educational personnel and for admitting into the profession people with degrees in other fields who do not have teacher preparation. This paper clarifies the term alternative certification and establishes a definition for programs. Various assumptions that underlie the development of such programs are identified, and a description is given of how various operating programs carry out these assumptions in practice. Policymakers are urged to consider where opposition will be encountered and support will be found as they plan their strategy for implementation. Key components of alternative programs are identified, and a matrix is provided showing how the components and other features discussed in the paper are embodied in programs operating across the country. (JD)

ED 296 997 SP 030 443

Neuweiler, Hilary B., Comp.
Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Actions.
American Association of Colleges for Teacher Education, Washington, D.C.

REPORT NO.- ISBN-0-89333-041-8
PUB DATE- Jun 88
NOTE- 145p.; A product of the State Issues Clearinghouse.
AVAILABLE FROM- The American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-2412 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrative Policy; *Admission Criteria; Early Childhood Education; *Educational Policy; Higher Education; Inservice Teacher Education; Minority Group Teachers; State Legislation; *State Standards; *Teacher Certification; Teacher Education Curriculum; *Teacher Education Programs; Testing Programs
IDENTIFIERS- Alternative Teacher Certification

This edition highlights two topic areas. A new chart summarizes and updates information on state testing requirements for certification and for entry to or exit from teacher education progams. State activity in the area of early childhood education provides the second highlight. Documenting a variety of reforms, this survey also tracks eight topics followed in previous editions: (1) admission standards; (2) program curricula; (3) standards boards; (4) irregular certification routes; (5) incentives; (6) beginning teacher induction; (7) resources for practitioner inservice; and (8) minority teacher recruitment. Information is summarized in the appendices on: (1) capacity for building for Schools, Colleges, and Departments of Education (SCDEs); (2) faculty development for SCDEs; and (3) research/data/evaluation. (JD)

ED 297 028 TM 012 007

Straus, Murray A.
Measuring Psychological and Physical Abuse of Children with the
Conflict Tactics Scales.
New Hampshire Univ., Durham. Family Research Lab.
SPONS. AGENCY- Northwest Regional Educational Lab., Portland, Oreg.

PUB DATE- Feb 88
NOTE- 28p.; For a related document, see TM 012 009.
GRANT- R01-MH40027; T32-MH15161
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; Concurrent Validity; *Conflict; Family Problems; Family Violence; Parent Child Relationship; *Rating Scales; Test Reliability; *Test Validity
IDENTIFIERS- *Conflict Tactics Scales; Physical Abuse; Psychological Abuse

Application of the Conflict Tactics Scales (CTS) to the assessment of child abuse is described. The CTS is a brief instrument designed to measure three aspects of parent-to-child behavior: (1) reasoning; (2) psychological aggression; and (3) physical aggression. The psychological and physical aggression indexes are intended to measure the incidence rate and severity of emotional and physical maltreatment of a child. The scales consist of lists of responses by parents to problems they have with their children. The lists are organized around the principle that acts are the primary indicator of child maltreatment. The physical abuse index measures overall violence, physical abuse, very severe violence, severe violence, and minor violence. Six items are included in the CTS to measure psychological aggression. Although extensive data illustrate the construct validity of the CTS, it appears that the internal consistency reliability is minimal and that concurrent validity studies are needed. The CTS measures are moderately reliable and are not confounded with social desirability response sets. Alternative child abuse measures (officially reported cases, national incidence studies, prediction instruments, and medical diagnosis) are considered. A copy of the CTS is appended. (TJH)

ED 297 081 UD 026 313

Recent Oversight Experience in ECIA Chapter 1 Programs. OERI Bulletin.

Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-87-423b
PUB DATE- Mar 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensatory Education; Elementary Secondary Education; Federal Programs; National Surveys; Program Administration; Program Content; *Program Evaluation; Rural Urban Differences; School District Size; *State Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Program Monitoring

An estimated 13,600 public school districts nationwide (90 percent) have Chapter 1 compensatory education programs, funded under the Education Consolidation and Improvement Act. Nearly all of these districts (97 percent) had State oversight visits (compliance reviews and program audits) from Fall 1982 to Spring 1986. A recent survey of these oversight visits revealed the following: (1) urban districts and large districts (10,000 or more students) had more visits than rural or small districts (less than 2,500 students); (2) 92 percent of school districts with Chapter 1 programs had at least one State monitoring review, and 84 percent had at least one State audit; (3) on average, school districts had 2.3 State monitoring reviews and 2.1 State audits; and (4) each of the 13 Chapter 1 program areas were included in over 80 percent of the districts, and seven of the areas had been reviewed in over 90 percent of the districts. Areas more likely to be reviewed in urban than rural districts, and areas more likely to be reviewed in large than small districts are identified. The most recent State audit was conducted either by a State Education Agency official, or by an accountant under contract with the school district. Over half of the districts reported that their most recent State audit was conducted as a district-wide audit, rather than as an audit specific to the Chapter 1 program. Survey methodology and data reliability are discussed. Data are presented on seven tables. Appendices define Chapter 1 program areas and present the survey instrument. (BJV)

ED 296 858 RC 016 683

Jess, James D.
Rural Education: A Different Kind of Politics. A Local School Perspective.
PUB DATE- 16 Mar 88
NOTE- 16p.; Paper presented at Pioneer Hi-Bred International, Inc., "Rural Education: The Search for Solutions," (Des Moines, IA, March 16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Support; *Decentralization; Dropout Prevention; Elementary Secondary Education; Individual Instruction; *Politics of Education; *Rural Schools; Rural Urban Differences; School Community Relationship; School District Size; *Small Schools
IDENTIFIERS- Iowa; Maryland (Cecil County)

The rural work ethic, a strong sense of community togetherness, and the absence of class distinction help rural schools avoid the politics that often stand in the way of education in larger urban and suburban schools. Factors contributing to successful schools include clear goals, good principals who know how to motivate faculty, faculty who know how to motivate students, a safe and orderly environment, and community involvement. Success can be measured by high scores on standardized tests; a high proportion of students who go on to postsecondary education; high attendance rates; low dropout rates; and a high percentage of students involved in extra-curricular activities, student awards, and school awards. Strengths of rural schools include small classes, individual attention, more leadership opportunities, many occasions to develop individual talents, and strong community support. Rural disadvantages include faculty teaching beyond their major fields, lack of equipment, lack of cultural assets, shortage of funds, distance from colleges and universities, bias against rural areas in the larger society, failure to understand the differences between rural and urban schools, and the lack of a rural education network. Rural education compares favorably with a larger, highly centralized school system in which teachers and administrators were highly unionized, and where school boards were appointed and had no funding authority. Educational success depends upon local input, acceptance, and support, according to the paper. (SKW)

ED 296 873 SE 049 230

Madison, John P.; Seidenstein, Roslynn
Beyond Numbers: The Mathematics Literature Connection.
Mathematics Education Trust, Reston, VA.
PUB DATE- 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Content Area Reading; Elementary Education; *Elementary School Mathematics; Functional Reading; *Mathematical Concepts; Mathematics Education; *Mathematics Instruction

This document is a collection of activities designed to use children's literature to introduce, reinforce or broaden mathematics skills and concepts. The mathematical topics that are addressed include: time; problem solving; logic; measurement; comparison; sets; one-to-one correspondence; fraction concepts; division; counting; averages; infinity; computation; equality; length; ratio; proportion; three-dimensional figures; estimation; symmetry; reflections; palindromes; shapes; money; place value; classification; graphing; subtraction; multiplication; basic facts; factoring; primes and composites; and odd and even numbers. For each of the 17 books for which activities were developed the discussion includes appropriate grade levels, mathematical topics, other topics, needed materials, overview or activity description and suggested follow-up activities. The annotated bibliography has 49 entries and includes suggested appropriate grade level for each entry. (PK)

ED 296 903 SE 049 442

Math 3013--Developmental Mathematics I and II. Course Outline.
New York Inst. of Tech., Old Westbury.
PUB DATE- Jun 87
NOTE- 37p.; For related documents, see SE 049 438-443. Contains some light and broken type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Behavioral Objectives; *College Mathematics; *Course Content; *Course Descriptions; Higher Education; Mathematical Concepts; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Materials; Mathematics Skills; *Problem Sets; Problem Solving; Undergraduate Study
IDENTIFIERS- New York Institute of Technology

This document contains the course syllabus and 12 independent practice modules for an introductory college algebra course that requires some previous knowledge of algebra and the ability to work at a rapid pace. Topics include the basic operations with signed integers; fractions; decimals; literal expressions; algebraic fractions; radicals; percent; factoring; laws of exponents; scientific notation; first degree, quadratic, fractional and absolute value equations; determinants; functions; and graphs. Information given in this syllabus includes: (1) textbook; (2) references; (3) grading criteria; (4) course description; (5) prerequisites; (6) behavioral objectives; and (7) course outline. (CW)

ED 296 918 SO 019 080

Walter, Elizabeth M.
The Arts in Metropolitan Areas.
PUB DATE- 87
NOTE- 35p.; Paper is part of the "National Metropolitan Area Study" conducted by the University of North Alabama (Florence) in 1987. Thomas P. Thompson was the project director.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; *Art Activities; *Arts Centers; Community Development; *Cultural Centers; Culture; *Metropolitan Areas; *Quality of Life; Research Projects
IDENTIFIERS- Alabama (Florence); *National Metropolitan Area Study; *Places Rated Almanac

A consideration of the arts and cultural life is indispensable to any study of the quality of life in U.S. metropolitan areas. However, literature reviews reveal that the arts are often omitted in quality of life studies, and, if included, the assessment may not be derived from sound empirical analysis. This document describes and evaluates "The Places Rated Almanac" ranking variables and measurements of metropolitan arts based on the availability of: (1) museums; (2) public radio; (3) public television; (4) colleges and universities; (5) symphony orchestras; (6) theaters; (7) opera companies; (8) dance companies; and (9) public libraries. An alternative ranking system, based on the National Metropolitan Area Study (NMAS) is described. Strengths and weaknesses in the arts in the Florence (Alabama) metropolitan area are discussed, along with suggestions for improvements and private sector assistance. Suggestions for future research concerning arts availability and observations are made about metropolitan area ranks for the arts. Four tables compare the "Places Rated Almanac" and NMAS ranks for U.S. metropolitan areas above 100,000 population levels, and an appendix defines revised standards for metropolitan statistical areas. (JHP)

ED 296 963 SP 030 343

Horns, Virginia D.; And Others
An Investigation of Perceived Attitudes of Pre-Service and In-Service Teachers Concerning Children from Non-Traditional Families.
PUB DATE- Nov 87
NOTE- 16p.; Paper presented to the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *One Parent Family; *Student Behavior; *Student Characteristics; *Teacher Attitudes

This study investigated the attitudes of pre-service and in-service teachers toward children of divorced parents. More specifically, it sought to determine whether children from single parent families were perceived by teachers as potential personality and behavior problems in the classroom. Subjects of the study were 45 pre-service and 45 in-service teachers. The subjects were asked to view a videotape of a child interacting in the naturalistic conditions of a classroom and assess her personality traits and predict her behavior in school. One group of subjects was told that the child was from a single parent family, one group that she was from an intact family, and a third group received no information on her family status. An analysis of the findings indicated that there were some differences of perceptions of the child between the groups. It was tentatively concluded that, regardless of their level of training, teachers believed children's behavior is in some way related to their notion of the structure of the child's family. Four data tables are included. (JD)

ED 297 042 UD 026 259

Blanc, Maurice
The Multi-Ethnic European City and Educational Provision.

PUB DATE- 9 Apr 88
NOTE- 12p.; Best copy available. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Compensatory Education; *Cultural Differences; Ethnicity; *Foreign Countries; Inner City; *Low Income Groups; Minority Group Children; *Minority Groups; Parent Attitudes; Parent Student Relationship; Racial Segregation; *Residential Patterns; Socioeconomic Status; *Urban Education
IDENTIFIERS- England; *France; West Germany

In European cities, ethnic minorities concentrate in physically and socially dilapidated areas, according to two different patterns. In the traditional pattern, ethnic minorities (who are among the lowest socioeconomic status groups) concentrate in the old and dilapidated buildings in inner city areas. Because inner city areas are becoming gentrified, a new pattern is developing now in France, Great Britain, and West Germany: ethnic minorities and other low socioeconomic status groups concentrate in suburban public housing estates built in the 1960s but already dilapidated. This new situation creates specific difficulties, including educational problems. Due to the centralized school system, France had no specific educational provision for ethnic minorities. In the 1980s, some experiments in providing for these groups were launched, most of them in schools in dilapidated housing areas. It was taken for granted that ethnic minority school children, because of language barriers, needed extra help. A striking result is that ethnic minority children now often have higher levels of academic achievement than the other children, who are now the ones who need extra help. An explanation for this may lie in the family structure: in these areas, the "white" population is of very low socioeconomic status, stable families are rare, and parents have low expectations of their children's academic performance. On the other hand, ethnic minority families are more stable and expect their children to do well in school. A list of references is included. (BJV)

ED 297 068 UD 026 299

Collins, Carla; Gampert, Richard
The Annual Dropout Report 1986-87. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Jun 88
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Characteristics; *Dropout Rate; Dropout Research; High Schools; *High School Students; Longitudinal Studies; *Racial Differences; *Urban Education
IDENTIFIERS- *New York (New York)

Examination of dropout trends in New York City for 1986-87 reveals the following: (1) the annual dropout rate was 7.3 percent for the high schools, and 8.3 percent system-wide; (2) the estimated four-year dropout rate was 26.3 percent for the high schools, and 29.2 percent system-wide; (3) the 1986-87 four-year high school dropout rate was 6.2 percentage points lower than the 1984-85 rate, and 1.6 percentage points lower than the 1985-86 rate; (4) the 1986-87 four-year system-wide dropout rate was 6.1 percentage points lower than the 1984-85 rate, and 1.5 percentage points lower than the 1985-86 rate; (5) compared to the previous year, there were 7.0 percent fewer dropouts from day high schools; and (6) there were 17.0 percent fewer dropouts among students who were scheduled to enter high school from middle school: however, the number of dropouts among students still attending middle schools remained about the same. For the first time, the annual dropout rates and the estimated four-year dropout rates are calculated for the following ethnic/racial groups: (1) American Indian/Pacific Islander; (2) Asian; (3) Hispanic; (4) Black; and (5) White. The distribution of dropouts, and the total high school enrollment of these ethnic/racial cohorts are also included. Data are presented on nine tables. Appendices contain an explanation of procedures, a list of admission and discharge codes, a brief history of dropout accounting in New York City, and tables showing dropouts and graduates from New York City high schools by dropout category and by school. (Author/BJV)

ED 296 888 SE 049 415

Suydam, Marilyn N., Ed.; Kasten, Margaret L., Ed.
Investigations in Mathematics Education, Volume 21, Number 1.
Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
PUB DATE- 88
NOTE- 77p.; For previous edition, see ED 295 794.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 (U.S. subscription $8.00; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Arithmetic; Computer Assisted Instruction; Computer Science; *Computer Uses in Education; Educational Research; *Experiential Learning; Longitudinal Studies; *Mathematics Achievement; Mathematics Anxiety; Mathematics Education; *Mathematics Instruction; *Problem Solving; Secondary Education; *Secondary School Mathematics

This publication is a compilation of abstracts and critical comments for 12 published investigations in mathematics education. Information for each study includes: purpose; rationale; research design and procedures; findings; and interpretations. For each study also, abstractor's comments provide a brief critique. The 12 studies are: (1) "Mathematical Problem-Solving Performance of Eighth-Grade Programmers and Nonprogrammers"; (2) "Three Decade Comparison of Elementary Teachers' Mathematics Courses and Understandings"; (3) "Students' Miscomprehension of Relational Statements in Arithmetic Word Problems"; (4) "Sex Differences in Learning Mathematics: Longitudinal Study with Item and Error Analysis"; (5) "Effects of CAI with Fixed and Adaptive Feedback on Children's Mathematics Anxiety and Achievement"; (6) "Structuring and Adjusting Content for Students: A Study of Live and Simulated Tutoring of Addition"; (7) "Usefulness of Tables for Solving Word Problems"; (8) "Early Developments in Children's Use of Counting to Solve Quantitative Problems"; (9) "Mathematics Classrooms in Japan, Taiwan, and the United States"; (10) "Calculators and Instruction in Problem Solving in Grade 7"; (11) "Integers as Transformations"; and (12) "Learning Mathematics from Examples and by Doing". Also provided are lists of mathematics education research studies reported in journals as indexed by "Current Index to Journals in Education" and "Resources in Education" for July through September of 1987. (RT)

ED 296 934 SO 019 178

The Quarterly: A Newsletter to Update Resources for Teaching Virginia Government, Vol. II.

Virginia Univ., Charlottesville. Inst. of Government.

PUB DATE- 87

NOTE- 36p.; For related documents, see ED 294 788 and SO 019 177.

AVAILABLE FROM- Teachers Resource Service, Institute of Government, Minor Hall, University of Virginia, Charlottesville, VA 22903.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)

DESCRIPTORS- *Government (Administrative Body); High Schools; Instructional Materials; *Local Government; Newsletters; *Political Science; *Politics; Resource Materials; Social Studies; *State Government; State History; Teaching Methods; *United States Government (Course)

IDENTIFIERS- *Virginia

Resource materials, ideas, and teaching methods are provided for students and teachers in this quarterly newsletter that accompanies and supplements "Resources for Teaching Virginia Government." Issue No. 1 includes: (1) "A Clarion Call to Teachers" (S. Fitz-Hugh); (2) "A General Registrar Speaks Out: An Interview with Charlotte Riddick"; and (3) "Voting in Virginia." Issue No. 2 contains: (1) "You Can Be a 'Professional' Lobbyist" (J. Dillard); (2) "1987 General Assembly Issues: A Legislative Preview"; and (3) "The Spirit of Jefferson" (C. Black; D. Coburn). Issue No. 3 examines: (1) "The Bill of Rights and the States" (H. Abraham); (2) "Landmark Virginia Cases"; and (3) "High School Kids Learn By Serving" (C. McCarthy). Issue No. 4 features: (1) "Sources of Influence in a Legislature" (P. Cline; T. Graham); (2) "Local Government Up Close" (L. Chase); (3) "Baliles: Going for It"; (4) "H.B. 950: A Legislative History of the State Lottery Law"; (4) "A Federalism for the Future" (G. Baliles); and (5) "Civic Education in Action" (P. Bell). Resource materials on Virginia government, the U.S. Constitution Bicentennial celebration, voting, and elections are listed, and pictures are included. (JHP)

ED 296 947 SO 019 340

Miller, Steven L.
Economic Education for Citizenship.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Foundation for Teaching Economics, San Francisco, Calif.; Social Studies Development Center, Bloomington, Ind.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-941339-06-8
PUB DATE- 88
NOTE- 125p.
CONTRACT- 400-86-0020
AVAILABLE FROM- Publications Manager, Social Studies Development Center, Indiana University, 2805 East Tenth St., Bloomington, IN 47408.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Citizenship; *Citizenship Education; Curriculum; *Curriculum Design; *Economics; *Economics Education; Elementary Secondary Education; Instructional Materials; Models; Social Studies

Economics is an important part of the U.S. social studies core curriculum, and this book considers the role of economics education in the development of citizenship skills. Chapter 1 describes: (1) citizenship and economic literacy; (2) the amount of economics education to offer; (3) economics in relation to economic education; and (4) decision-making in terms of economics and values. Chapter 2 considers the status of economics education in schools and argues for a combination of economics education infusion into existing grades K-12 courses, along with a required high school course. Chapter 3 discusses economics instruction in terms of a model that centers on economic reasoning for effective citizenship and suggests teaching economics based on learning theory research and on established teaching practices. Chapter 4 examines: (1) evaluative materials selection techniques for teachers; (2) the economics content of social studies textbooks; (3) reviews of economics textbooks; and (4) other classroom materials, such as videocassettes and teacher's guides. Figures are included, and a bibliography of teaching materials and Educational Resources Information Center (ERIC) resources contains 288 references. (JHP)

ED 297 013 TM 011 978

Congressional Report. New Jersey ECIA Chapter 1 Evaluation, 1986-1987.

Management and Evaluation Associates, Highstown, NJ.; New Jersey Association of Federal Program Administrators, Middletown.

PUB DATE- Apr 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Gains; Educational Assessment; Elementary Education; *Elementary School Students; *Immigrants; *Mathematics Achievement; Program Effectiveness; *Reading Achievement; State Programs; Testing Programs; Test Results
IDENTIFIERS- *ECIA Chapter 1 Migrant Programs; *New Jersey; Normal Curve Equivalent Scores

This report is designed to provide New Jersey Congressional legislators with current information on the effectiveness of the Education Consolidation and Improvement Act of 1981 (ECIA) Chapter 1 Program in New Jersey. Data on the reading and mathematics performance of ECIA Chapter 1 students in grades 2 through 8 from participating districts were analyzed and reported by type of testing schedule (i.e., spring to spring or fall to spring). Statewide as well as Congressional District results are presented, and a set of recommendations is proposed. Strong positive gains, expressed as Normal Curve Equivalents (NCEs), were achieved statewide in reading and mathematics in both spring to spring and fall to spring testing. In general, New Jersey students performed better than the national norm for ECIA Chapter 1 students, and statewide results were reflected in the results achieved within each Congressional District. Student NCE gains were generally higher in mathematics than in reading, independent of testing schedule. (Author/TJH)

ED 297 055 UD 026 279

Collins, Thomas W.; Noblit, George W.
The Process of Interracial Schooling: A Literature Review and Examination of the Relationship between Conceptual Framework and Research Methodology in Literature on Interracial Education.
Memphis State Univ., Tenn.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 76
NOTE- 78p.
CONTRACT- 400-76-009
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Research; Educational Theories; Elementary Secondary Education; Literature Reviews; *Public Schools; Qualitative Research; *Racial Integration; Racial Relations; *Research Methodology; Research Needs; Research Problems; *School Desegregation; Statistical Analysis

The goals of this selective review are to analyze and organize the literature on the process of interracial education, and to examine the relationship between the researcher's conceptual framework and the research methodology employed. The topics treated within the literature include the following: (1) law and politics; (2) community concerns; (3) school administration; (4) order and discipline; (5) curriculum and instruction; (6) faculty; (7) co-curricular activities; (8) extraschool factors; and (9) consequences for youth. Areas needing more research include the following: (1) social theory; (2) field studies that use a variety of both qualitative and quantitative methodologies; (3) qualitative classroom studies; and (4) co-curricular activities. The three research methodologies employed in the literature are the following: (1) commentary; (2) qualitative research; and (3) quantitative research. The two conceptual frameworks of criticism represented within the literature assume the following: (1) the institution of public education is faulty; or (2) problems are caused by either participant inadequacies or by technical difficulties in implementation. Either conceptual framework may be involved in commentary. Quantitative research is more usually associated with the conceptual framework that attributes problems to factors outside the control of the school. Qualitative research is more usually associated with criticism of the institution as it exists within society. A list of over 200 references is included. (FMW)

ED 296 874 SE 049 400

The Effects on Quality of Adjustments in Engineering Labor Markets.
National Academy of Sciences - National Research Council, Washington, DC. Office of Scientific and Engineering Personnel.
SPONS. AGENCY- National Academy of Sciences - National Research Council, Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- 88

NOTE- 154p.
CONTRACT- SRS-8712733
AVAILABLE FROM- Office of Scientific and Engineering Personnel, 2101 Constitution Avenue, NW, Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Persistence; *College Science; *Educational Quality; *Employment Patterns; *Engineering Education; *Graduate Study; Higher Education; *Performance; Science Education; Undergraduate Study

The nature of undergraduate enrollment in engineering has raised questions about the ability of the United States to retain the leadership necessary to provide for a healthy economy in a technological age. Also, some people are concerned that new graduate enrollments are not keeping pace with the near-doubling of the number of engineering graduates since the mid-1970s and that more than half of doctoral level graduates in recent years have been foreign citizens. Motivation and incentives for U.S. citizens to pursue doctoral degrees in engineering do not apprear to be sufficient. This report proposes ways of thinking about the issues and the effect on the quality of engineering education in the U.S. Chapter 1 introduces the issues; chapter 2 delineates the historical aspects of the study and the demand for engineers in terms of both employment in engineering functions and employment of engineering graduates; and chapter 3 contains conclusions and makes recommendations. Also provided is an executive summary of the findings of this report and extensive appendices including five related tables; the agenda of the August 1987 Workshop on Indicators of the Quality of Performance of Engineers; a list of workshop participants; and seven commissioned papers on the quality and performance of engineers. (CW)

ED 296 904 SE 049 443

Math 3320--Technical Mathematics II.

New York Inst. of Tech., Old Westbury.

PUB DATE- Jun 87
NOTE- 41p.; For related documents, see SE 049 438-442. Contains some light and broken type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *College Mathematics; *Course Content; *Course Descriptions; Course Organization; Higher Education; Mathematical Concepts; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Materials; Mathematics Skills; *Problem Sets; Problem Solving; *Technical Mathematics; Undergraduate Study
IDENTIFIERS- *New York Institute of Technology

This document contains the course syllabus and 12 independent practice modules for a college pre-calculus course designed as the second course in a two-semester sequence for students in a Bachelor of Technology program. The course emphasizes applications from technology and verbal problems. Topics include trigonometric functions; identities; graphs of the trigonometric functions; functions of a composite angle; DeMoivre's theorem; inequalities; logarithms; binominal theorem; and Cramer's rule. Information given in the syllabus includes: (1) text; (2) grading criteria; (3) course description; (4) course procedures; (5) behavioral objectives; and (6) course outline. (CW)

ED 296 919 SO 019 090

Consumer Advertising: Its Role in Bringing a Product to Market. Revised Edition.

Procter and Gamble Educational Services, Cincinnati, OH.

PUB DATE- 81
NOTE- 76p.; A filmstrip and audiotape are available for use with this document.
AVAILABLE FROM- Proctor and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; *Consumer Education; *Economics; High Schools; Instructional Materials; *Marketing; *Merchandising; Resource Materials; Resource Units; Social Studies; Units of Study

This kit, designed for high school classes, considers advertising from both consumers' and manufacturers' perspectives. The role of advertising in relation to free enterprise principles is discussed in chapter 1, while chapter 2 provides a history of U.S. advertising processes and development. Chapter 3 describes advertising's role in bringing a product to market, and chapter 4 explores four case histories that feature basic advertising principles. How advertising is created is discussed in chapter 5. Chapter 6 addresses integrity and accuracy, while chapters 7 and 8 feature advertising's uses and benefits. Chapter 9 highlights careers in the advertising field. Most of the chapters provide a teaching guide that includes: (1) learning objectives; (2) related materials; and (3) suggestions for discussion topics and activities. The booklet also contains a list of advertising terms and narration for the filmstrip, "Consumer Advertising." Eight student worksheets are appended, and pictures and graphs are included. (JHP)

ED 296 964 SP 030 345

Cole, Ardra L.

Sharing Professional Savvy for Mutual Purpose: Researcher and Teacher Join Hands.

PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Researchers; Experiential Learning; *Feedback; Interaction Process Analysis; *Interpersonal Communication; *Research Methodology; *Teacher Participation; Theory Practice Relationship

When researcher and teacher are united in a common goal of increased understanding, it is a mutally dependent and mutually beneficial endeavour. This paper reports on the methodology used in a recent classroom investigation of teachers' expressed beliefs in which each of the two participating teachers was engaged as co-researcher involved in the design, conduct, and interpretation of the work. The study, built on the principles of mutual adaptation, exemplifies Hunt's (1987) notions of reflexivity, responsiveness, and reciprocality, and reflects an understanding of teaching as experienced and articulated by the two teacher/co-investigators. Information was gathered using the ethnographic techniques of participation, observation, and interview-discussion, and documented in the form of field notes, audiotapes, written teacher statements and reflections, and written researcher reflections. The distinctive feature of the methodology and the theme of this paper is the feedback component of "descriptive summaries" which transformed the research process into a cycle of experiential learning. I use an example of a descriptive summary to illustrate the essentiality of ongoing feedback in research to inform, guide, and benefit the researcher, the practitioner, and the research itself. (Author)

ED 296 981 SP 030 393

Anderson, Donald P.; And Others
Partnerships in the Professional Development of Teachers: The Columbus School District, The Columbus Education Association, and The Ohio State University.
PUB DATE- 30 Jan 88
NOTE- 42p.; Panel presentation presented at National Holmes Group Meeting (Washington, DC, January 30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Ladders; *College School Cooperation; *Collegiality; Elementary Secondary Education; Helping Relationship; Higher Education; Inservice Teacher Education; *Peer Counseling; Peer Evaluation; *Professional Development; Teacher Education Programs

A report is given on a collaborative effort by Ohio State Univerisity's College of Education, the Columbus School District, and the Columbus Education Association which was developed to implement the Holmes Group reform agenda. The agreement covers services such as field experience sites experimental settings, cooperating teachers, and undergraduate and graduate course credit. As the District and the Columbus Education Association create new professional growth opportunities for teachers, the College helps to plan and develop them. The structure for these professional development opportunities is a peer assistance and review program (PAR), a comprehensive system of observation, coaching, counseling, and professional assistance that is nested in a peer-review process and is governed by a panel consisting of four teachers and three administrators. Specific program areas include: extended teacher preparation programs, creation of a career ladder program, evolution of a peer assistance and review program, and development of a graduate program for teacher leaders. Included in the report are detailed descriptions of the PAR program and the Columbus Instructional Model, as well as an overview of a graduate program for specialists in professional development. (JD)

ED 296 998 SP 030 456

Shulman, Judith H., Ed.; Colbert, Joel A., Ed.
The Intern Teacher Casebook.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; ERIC Clearinghouse on Teacher Education, Washington, D.C.; Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86552-095-X
PUB DATE- Jul 88
NOTE- 118p.
CONTRACT- 400-86-0009
AVAILABLE FROM- ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; *Discipline; Elementary Secondary Education; Interpersonal Competence; *Mentors; *Peer Relationship; Self Evaluation (Individuals); Teacher Interns; *Teacher Student Relationship; Teaching Styles
IDENTIFIERS- Alternative Teacher Certification

This casebook provides candid descriptions of teachers who enter the profession with no previous teacher preparation. The cases describe how a group of novice teachers faced the problems of transforming content knowledge into accessable units of instruction for teenagers in inner-city schools. The vignettes are grouped according to specific kinds of situations and problems that confront all novices during their first year of teaching. The first chapter deals with classroom events--instructional episodes that are problematic either in their conceptions or their implementation. Chapter two deals with interactions with individual students or a small group of students who persistently were disruptive or refused to work. The third chapter examines neophytes' relationships with mentor teachers or other experienced teachers who attempted to provide assistance. Each case contains four parts: the academic background and previous experience of the trainee; a description of the classroom, school, and students; a narration of a classroom event or interaction; and some reflective thoughts about the account by experienced teachers or scholars. (An annotated bibliography of 28 items is included.) (JD)

ED 297 029 TM 012 008

Bezruczko, Nikolaus
Artistic Judgment: A Review of Research. Technical Report 1988-1.
Johnson O'Connor Research Foundation, New York, NY. Human Engineering Lab.
REPORT NO.- TR-1988-1
PUB DATE- Mar 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Aptitude Tests; *Creativity Research; Literature Reviews; *Psychometrics; Psychophysiology
IDENTIFIERS- *Artistic Evaluation; Johnson O Connor Aptitude Tests; Psychobiology

A literature review and associated recommendations for research and testing of artistic judgment (AJ) are presented. Studies of AJ aptitude testing and related research are reviewed. G. T. Fechner's psychophysical, G. P. Birkhoff's mathematical, H. J. Eysenck's factor analytic, and D. E. Berlyne's psychobiological approaches to AJ are discussed. Results concerning an association between individuals' preference judgments and their quality of AJ, and the neurological development of AJ are considered. Basic issues in the philosophy of structuralism are related to the development of AJ tests. An AJ instrument, developed by the Johnson O'Connor Research Foundation (JOCRF) and known as Proportion Appraisal, is also reviewed. Current tests of AJ are inadequate; a test constructed on the basis of information theory may be more successful. It is concluded that the JOCRF should develop and pilot test an artistic processing instrument for the foundation's battery. A seven-page list of references and a three-page bibliography are provided. (TJH)

ED 297 082 UD 026 314

Welfare: Relationships and Incomes in Households with AFDC Recipients and Others. Report to the Honorable William V. Roth, Jr., U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-88-78
PUB DATE- May 88
NOTE- 26p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free, over 5 copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; *Family (Sociological Unit); Family Financial Resources; *Family Income; *Federal Programs; Grandparents; *Heads of Households; Low Income Groups; *Mothers; Poverty; *Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Feminization of Poverty

This report analyzes data from the April 1984 Survey of Income and Program Participation (SIPP) on households comprised of both Aid to Families with Dependent Children (AFDC) recipients and nonrecipients. Of the 3.7 million AFDC households, 32 percent consisted of AFDC recipients and their relatives, as opposed to only recipients. Analysis of the recipients' relationships with the nonrecipients showed two basic household structures: one consisting of two generations; the other, three generations. The following characteristics were found for two-generation households: (1) they usually consist of older AFDC mothers, 73 percent of whom were over age 25 and 32 percent of whom were over 39, who headed the households; (2) in 86 percent, an AFDC recipient was the person in whose name the dwelling was leased; (3) most of the persons not on AFDC were children of the AFDC family head, and were over 18 and thus ineligible for AFDC. The following characteristics were found for three-generation households: (1) they consist of young AFDC mothers, 53 percent of whom were under age 25 and 40 percent of whom were under 21, living with their parents; (2) in less than a fourth of these, the dwelling was in the name of an AFDC recipient; and (3) most of the non-AFDC relatives were the parents or siblings of the AFDC family head. In 80 percent of three-generation households, nonrecipients had a higher per capita income than recipients. In two-generation households the overall income of AFDC recipients and non-recipients were similar. Data are presented on 10 tables and figures. Appendices provide additional data, detail the objectives, scope, methodology, and data limitations of the report, and demonstrate sampling errors for key SIPP estimates. (BJV)

ED 296 859 RC 016 684

Cook, Annabel Kirschner
Our Children, Our Future. Changing Characteristics of Youth: Implications for Programming.
Western Rural Development Center, Corvallis, Oreg.
PUB DATE- Jun 88
NOTE- 17p.; Paper presented at the Professional Development Conference for Western Region State 4-H Specialists and 4-H Program Directors (Menlo Park, CA, May 6, 1987).
AVAILABLE FROM- Western Rural Development Center, Oregon State University, 307 Ballard Extension Hall, Corvallis, OR 97331-3607 ($1.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth Rate; Divorce; Elementary Education; *Employed Women; *Ethnic Distribution; Immigrants; *One Parent Family; *Population Trends; *Poverty; *Racial Distribution; Rural to Urban Migration
IDENTIFIERS- *4 H Programs; Cooperative Extension Service; Labor Force Analysis

Youth in the western United States are increasing in number, but increased numbers will not necessarily translate into increased expenditures for youth programs. In the future, children in the west are more likely to have a nonWhite racial background, especially Hispanic and Asian, and they may be first-generation Americans whose parents' native language is not English. Young people are more likely to live in urban or suburban areas, so programs attractive to urban based youth are essential. Over half of the young people will spend some time in a single-parent family, usually headed by the mother and often under serious financial strain. Programs must be devised to meet the unmet emotional and physical needs of these children, many of whom will be alone a great deal of the time, since the majority of mothers will be in the labor force. Seven tables and seven figures provide information on ethnicity, family structure, poverty, and area of residence for children aged 5 to 14 years in 14 western states (1980-2000). The changes described all point to the heightened need for youth programs, since the proportion of the young who will require additional support systems outside of the home will continue to increase. (SKW)

ED 296 935 SO 019 183

Barker, Bruce, Comp; Christian, Duane, Comp.
A Collection of Teaching Units about Japan for Secondary Social Studies Teachers.
Texas Tech Univ., Lubbock. Coll. of Education.
PUB DATE- Jan 88
NOTE- 126p.; A product of the Southwest Program for Teaching about Japan. Some pages may not reproduce well due to marginal legibility.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Instructional Materials; *Lesson Plans; Resource Units; Secondary Education; *Social Studies; Teacher Developed Materials; Units of Study
IDENTIFIERS- *Japan

This document contains a collection of eight selected secondary level units of study about Japan. Individual units were planned and written by teachers who participated in the first Southwest Program for Teaching about Japan (SPTAJ) study tour to that country during 1987. Unit topics include: (1) "An Introduction To Japanese Medicine" (G. Adams); (2) "Music of Japan: A Cultural Experience" (S. Hamm); (3) "Japan: Using the Atlas and the Almanac" (E. Gillum); (4) "What Do You Know about Japan and U.S. Influence on Japan?" (J. Huff); (5) "Three Japanese Maps" (R. Wiltse); (6) "The Occupation of Japan 1945-1952" (M. Cardenas; G. Garza); (7) "The Atomic Bomb--1945" (B. Barker); and (8) "What's What in the Japanese Economy and What Did It Have To Do with the United States of America?" (L. Oliverson). Most of the units contain: (1) an introduction; (2) background materials; (3) a resource list; (4) lesson plans; and (5) supplementary materials. Charts, pictures, and maps are included. (JHP)

ED 297 014 TM 011 979

Texas Educational Assessment of Minimum Skills. Student Performance Results for 1985 and 1986.

Texas Education Agency, Austin.

PUB DATE- Feb 87
NOTE- 470p.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Criterion Referenced Tests; *Elementary School Students; Elementary Secondary Education; English; Ethnic Groups; *Graduation Requirements; Language Tests; Mathematics Tests; *Minimum Competency Testing; Multiple Choice Tests; Reading Tests; *Scores; *Secondary School Students; State Programs; Testing Programs; Writing Evaluation
IDENTIFIERS- *Texas Educational Assessment of Minimum Skills

In July 1984, the Texas Legislature mandated the criterion-referenced tests designed to assess minimum basic competencies in mathematics, reading, and writing. During the 1985-86 school year, the Texas Education Agency instituted the Texas Educational Assessment of Minimum Skills (TEAMS) program to measure student competencies at grades 1, 3, 5, 7, and 9 in all subject areas and at grade 11-12 in mathematics and English language arts. The grade 11-12 test must be completed successfully if the student is to graduate. The TEAMS test consists of multiple choice items designed to assess student learning associated with explicit TEAMS objectives. Tabulated results are provided and analyzed, including comparisons with national scores on a norm-referenced test and aggregations by ethnic group. Data are also provided concerning students for whom remedial instruction would be provided due to failure to attain the standard for mastery established by the State Board of Education. (TJH)

ED 297 043 UD 026 261

Patton, June O.
Black Men: Missing in Higher Education. Working Paper No. 10.
Chicago Univ., Ill.
PUB DATE- Feb 88
NOTE- 56p.; A product of the Metropolitan Opportunity Project.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Black Education; *Black Students; *College Attendance; *College Students; Dropout Rate; Enrollment; *Enrollment Trends; Equal Opportunities (Jobs); Higher Education; *Males; Racial Differences; Racial Factors; Racial Segregation; Socioeconomic Status; Urban Education
IDENTIFIERS- *Georgia (Atlanta)

Examination of enrollment in 12 colleges in the Atlanta, Georgia metropolitan area reveals that the status of black men in metropolitan Atlanta's public higher education institutions has deteriorated seriously since 1978 by every standard used in measuring opportunity for college education. The total number of blacks enrolled declined by 2.5 percent from 1980 to 1985; the number of black men enrolled in four-year colleges fell 4.5 percent, and the number in junior colleges fell by 1 percent. Of all racial and ethnic groups of both genders, only black men had a drop in enrollment during the first half of the 1980s. Black males were the group least likely to apply to college, the least likely to be accepted, and the least likely, if accepted, to enroll. Even among those who did enroll, a high and increasing number of black men failed to advance through college at a normal rate or to complete their degrees. Between 1978 and 1986, the percentage unable to finish a year of credits in a year on campus, and the percentage dropping out of college, rose substantially. Fewer black males were awarded Bachelor's degrees in 1985 than in 1978; the number receiving degrees dropped by one-sixth, with the largest decline occurring between 1980 and 1985. In addition to the immediate implications for the men themselves, the declining access of black males to higher education will have long-term economic, political, and social consequences for society. Data are presented on 22 tables. An appendix provides an additional 16 tables of data. (BJV)

ED 297 056 UD 026 282

Munoz, Eric; And Others
A Profile of Puerto Rican Health in the United States: Data from the Hispanic Health and Nutrition Examination Survey 1982-84.
Health Services Research, Arlington, TX.; Long Island Jewish Medical Center, NY.
PUB DATE- Mar 88
NOTE- 89p.; This document was sponsored in part by the Association of Puerto Ricans in Science and Engineering.
AVAILABLE FROM- Long Island Jewish Medical Center, Department of Surgery, 270-05 76th Avenue, New Hyde Park, NY 11042 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Contraception; Dental Health; Diseases; Females; Financial Problems; *Health Needs; Males; *Medical Evaluation; *Medical Services; Physical Examinations; *Physical Health; *Puerto Ricans; Statistical Surveys; Urban Population
IDENTIFIERS- Health and Nutrition Examination Survey; *Health Attitudes; *Health Behavior

The health conditions and health status of Hispanic Americans will assume increased importance as their population increases. The goal of this book of charts is to present data from the Hispanic Health and Nutrition Examination Survey (HHANES) on Puerto Ricans. The Puerto Rican HHANES sampling procedure is a multi-stage probability sample of civilian non-institutionalized Puerto Ricans in New York City. From July 1982 through November 1983, 2,834 persons were interviewed and examined. Data were gathered on sociodemographic background, health status, reproduction and fertility factors, health care utilization, and financial issues. Findings include the following: (1) Puerto Ricans represent the second largest Hispanic American subgroup; (2) they have a median age of 23 years; (3) they have limited education, with 59% having been graduated from high school; (4) the New York City area has the largest concentration of Puerto Ricans; (5) 48% have an income below the poverty level; (6) most families have four or fewer members; (7) females reported higher rates of health problems than males; (8) non-use of health care was related to cost and long periods of waiting; and (9) SES had considerable influence upon whether health care was received when needed. Extensive charts of statistical data, a list of references, and a subject index are included. (FMW)

ED 297 069 UD 026 300

Miller, Ronald C.; And Others
Division of Special Education Federal Emergency Immigrants Assistance Program Summer 1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jun 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Exceptional Persons; *Immigrants; *Limited English Speaking; Minority Groups; Paraprofessional School Personnel; Parent Participation; Program Evaluation; *Severe Disabilities; *Special Education Teachers; *Teacher Education Programs; Urban Education
IDENTIFIERS- New York (New York)

Teacher and paraprofessional ratings of the support received from the New York City Board of Education's Division of Special Education's Summer 1987 Federal Emergency Immigrant Assistance Program exceeded the program objectives. The Federal Emergency Immigrant Assistance Program provided instructional support to teachers of 280 eligible immigrant English proficient (EP) and limited English proficient (LEP) students in the extended school year program for the severely handicapped. The program operated at 11 sites in all five boroughs. Findings from evaluation questionnaires completed by participating teachers and paraprofessionals are the following: (1) participants showed a statistically significant gain in their perceptions of the knowledge they acquired about instructing immigrant EP and LEP students; (2) more than 75 percent of participants rated their training as relevant, applicable to their daily activities, and superior in quality; (3) a majority of participants reported that all types of training were helpful; (4) participants especially wanted to learn more about using objective-based classroom materials and developing awareness and sensitivity to cultural differences; (5) the unavailability of equipment stored for the summer inhibited program success. Recommendations for improving the program are the following: (1) emphasize ways to use specific materials and to develop awareness and sensitivity to cultural factors; and (2) insure that necessary school-based equipment is available during the summer. Two tables of statistical data are included. (FMW)

ED 296 889 SE 049 416

Schoenberger, Ann K.
College Women's Persistence in Engineering and Physical Science: A Further Study.
PUB DATE- 88
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Careers; *College Mathematics; *College Science; Educational Research; *Engineering; Engineers; *Females; Higher Education; Physics; Science Careers; Science Education; *Sex Differences

Participation by women in scientific and technical careers is still low despite gains made by women in the United States job market. Consequently women's earning power and job opportunities as a group are diminished. Another effect is a loss of talent in the American work force. The objectives of this study were to: (1) study the rates of persistence of two classes (Fall 1984 and Fall 1985) of undergraduate women and men students in engineering and science from entry to graduation and (2) explore factors associated with persistence in these fields. Factors discussed in this paper are performance in mathematics and physics and mechanical experience and ability. The main question about persistence was whether the patterns of persistence, internal transfer, or withdrawal differed by gender. The patterns for men were almost identical while the patterns for women differed. For mathematics and physics there were no significant main effects for gender. There were significant main effects for persistence on mathematics and physics measures. Physics appeared to be a more citical filter for both male and female students in engineering and physical science. The link between persistence and mechanical ability was elusive. Implications of the study are discussed. References, figures, and tables are appended. (RT)

ED 296 905 SE 049 444

Fraser, Barry J., Ed.; Giddings, Geoff J., Ed.
Gender Issues in Science Education. Research Seminar and Workshop Series Monograph.
Curtin Univ. of Technology, Perth (Australia).
REPORT NO.- ISBN-0-909848-73-4
PUB DATE- 87
NOTE- 52p.
AVAILABLE FROM- Faculty Secretary, Faculty of Education, Curtin University of Technology, Perth, 6001, Western Australia, Australia ($10.00 in Australian currency).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *College Science; Educational Research; *Foreign Countries; Higher Education; *Science Education; Secondary Education; *Secondary School Science; Seminars; *Sex Bias; Sex Differences; Teaching Methods; Workshops

This publication is a compilation of papers presented at a research seminar in November 1986 at Curtin University of Technology, Australia. Five papers are included. Jane Butler Kahle's keynote address, "Images of Science: The Physicist and the Cowboy," outlines several aspects of the role of schools in the reproducion of the masculine image of science. Lesley Parker's "The Choice Point: A Critical Event in the Science Education of Girls and Boys" discusses the unequal numbers of males and females actively engaged as students, teachers and practitioners. Kate Scantlebury reviews the enrollment statistics at three Western Australian colleges in her chapter "Female Enrolment Trends in Science Courses at Tertiary Institutions, 1975-1985." Sue Lewis discusses the "Girls and Mathematics and Science Teaching Project" which is designed to influence classroom practices. In "Gender Differences in Science: They Don't Happen Here!" Kenneth Tobin reports on a 4-year research study on the origin and effects of gender differences in science classrooms in Australia and the United States. (CW)

ED 296 948   SO 019 394

Pereira, Carolyn
Law-Related Education in Elementary and Secondary Schools. ERIC Digest EDO-SO-88-6.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-88-6
PUB DATE- Jun 88
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth St., Suite 120, Bloomington, IN 47408.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Citizenship Education; Curriculum Design; *Elementary School Curriculum; Elementary Secondary Education; *Law Related Education; *Secondary School Curriculum; *Social Studies
IDENTIFIERS- ERIC Digests

Teaching about law-related education (LRE) in elementary and secondary schools is an important social studies trend. This ERIC Digest considers: (1) the meaning of law-related education; (2) reasons for including LRE in the curriculum; (3) methods of incorporating LRE into a curriculum; and (4) characteristics of effective LRE programs. Education for citizenship in a constitutional democracy is the primary goal of LRE. Reasons for including LRE in a curriculum are the: (1) development of knowledge, skills, and attitudes needed for citizenship; (2) prevention of delinquency; (3) growth of student interest in social studies; and (4) provision of breadth and depth in social studies education. Special events, units, specific courses, or the infusion of LRE into already-established courses can be used to implement LRE into the curriculum. The characteristics of an effective LRE program include: (1) extensive student interaction; (2) course content that involves a balanced treatment of issues; (3) the use of outside resource persons; (4) strong school administrative support; and (5) systematic staff development. Student growth in both knowledge and character should be stressed. A seven-item bibliography is included. (JHP)

ED 297 030 TM 012 009

Straus, Murray A.

The Conflict Tactics Scales and Its Critics: An Evaluation and New Data on Validity and Reliability.

New Hampshire Univ., Durham. Family Research Lab.

SPONS. AGENCY- Northwest Regional Educational Lab., Portland, Oreg.

PUB DATE- Dec 87

NOTE- 53p.; For a related document, see TM 012 007. This document will appear in "Physical Violence in American Families: Risk Factors and Adaptations to Violence in 8,145 Families" by M. A. Straus and R. J. Gelles to be published by Transaction Press in late 1988 or early 1989.

GRANT- R01-MH40027; T32-MH15161

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Child Abuse; Concurrent Validity; *Conflict; Construct Validity; Factor Structure; Family Problems; *Family Violence; Literature Reviews; *Rating Scales; Test Reliability; *Test Validity

IDENTIFIERS- *Conflict Tactics Scales

The Conflict Tactics Scales (CTS) is the most widely used instrument for measuring the tactics used by members of a family in a conflict situation. It is intended to measure the extent to which family members use reasoning, verbal aggression, and physical aggression. Focus is on: (1) bringing together and evaluating criticisms of the CTS so that users can be informed of problems and limitations of the instrument; (2) describing revisions and supplementary questions that were introduced in the 1985 National Family Violence Resurvey to deal with some of the criticisms; and (3) presenting new data on the factor structure, reliability, and validity of the CTS based on the 1985 Resurvey and on data reported by several other investigators who have used the CTS. The most unique aspect of the CTS is the measurement of physical violence in the family (child and spouse abuse); the CTS has the most serious deficiencies in this area. Evidence of a stable factor structure, moderate reliability, and concurrent validity; and strong evidence supporting construct validity suggest that the CTS is the best available instrument for measuring intra-family violence. (TJH)

ED 296 875 SE 049 401

Anderson, Aubrey L.
Questions about Careers in Oceanography.
Texas A and M Univ., College Station. Sea Grant Coll. Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
REPORT NO.- TAMU-3G-87-401
PUB DATE- Jan 87
NOTE- 23p.; Photographs may not reproduce well.

GRANT- NA85AA-D-SG128
AVAILABLE FROM- Marine Information Service, Sea Grant College Program, Texas A&M University, College Station, TX 77843-4115 (single copies free while supply lasts, quantity $.29 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Awareness; *Careers; *College Science; Higher Education; *Marine Biology; Marine Technicians; Occupational Information; *Ocean Engineering; *Oceanography; *Science Careers; Science Education; Secondary Education; Secondary School Science
IDENTIFIERS- Sea Grant Program

Knowing the relationship of the ocean to man, the weather and climate, availability of resources from the ocean, use of the ocean in transporation, waste disposal, and defense, and developing an understanding of the impact on the oceans of human activity are all goals of oceanographers. The goal of this brochure is to provide concise informative answers to questions that education and information sources are often called upon to answer. The title was chosen to avoid confusion with other publications and to reflect the presentation format. The following questions are addressed: (1) "What Is an Oceanographer?"; (2) "Where Does One Study Oceanography?"; (3) "Who Hires Oceanographers?"; (4) "Who Supports Oceanographers?"; and (5) "Where Does One Obtain Information?" Listed are the names and addresses of publications and the 31 sea grant institutions which are additional sources of information about oceanography, ocean research and career opportunities. (RT)

ED 296 920 SO 019 093

Fuller, Bruce
Raising School Quality in Developing Countries: What Investments Boost Learning? World Bank Discussion Papers 2.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0846-7
PUB DATE- Nov 86
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Developing Nations; Educational Assessment; *Educational Development; *Educational Economics; *Educational Improvement; Educationally Disadvantaged; *Educational Quality; Elementary Secondary Education; School Effectiveness; *Schools; Teacher Effectiveness

Low levels of student achievement and school quality persist in developing countries. This document reviews the importance of school quality in increasing literacy and influencing economic growth in developing nations. Improvements are discussed in terms of: (1) school quality and economic development; (2) defining school quality; (3) improving school quality; and (4) increasing school efficiency. Evidence suggests that low school quality accounts for low literacy levels and achievement among children in developing nations and that little progress has occurred in improving school quality in the poorest countries since 1970. Definitions of school quality should focus on characteristics that influence student achievement and on efforts that encourage more efficient management and effective local school staff. Little research has been conducted about the influence of teaching practices and classroom organization on achievement levels, but access to textbooks and writing materials and teacher quality consistently influence student achievement. Methods for studying the efficiency and cost-effectiveness of management practices in terms of increased school quality are reviewed, and investments that can be reduced without causing detrimental effects are identified. Tables and a 94-item bibliography are included. (Author/JHP)

ED 296 965 SP 030 346

Cole, Ardra L.
Personal Knowing in Spontaneous Teaching Practice.
PUB DATE- Apr 88
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Individual Differences; Interaction Process Analysis; Interpersonal Competence; *Student Characteristics; *Teacher Behavior; *Teacher Effectiveness; *Teacher Student Relationship; *Teaching Experience

Using data gathered by way of ethnographic research techniques in an intensive collaborative investigation of the classroom practice of two experienced teachers, each teacher's uniqueness is deliniated, and it is illustrated with examples of classroom practice, what it means for each teacher to know what to do in spontaneous practice. Specifically, the question was asked: In the immediacy of the moment in a classroom, how do teachers know when to change or maintain an approach or method of handling a particular situation? The theoretical perspective of this study derives from the notion of the theory-practice dialectic. The conduct of the inquiry was based on the idea of teachers as theorists and on the belief that understanding of teacher practice can be gained through mutual reconstruction of meaning in action. Teaching is viewed as a professional task; teachers as professional practitioners, owners and users of vast resources of experienced knowledge; and teaching practice as an expression of this knowledge. (JD)

ED 296 982 SP 030 401

Daly, Carson; Fowler, Tony
Improving Student Discipline. Research in Brief.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-88-161-rib
PUB DATE- Jun 88
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)

DESCRIPTORS- Academic Standards; *Change Strategies; *Classroom Techniques; *Discipline; *Educational Environment; Elementary Secondary Education; Leadership Responsibility; *Student Behavior

This precis focuses on research into the problem of school discipline. The school culture, or the atmosphere and tone of everything that happens in the school, is seen as having a significant influence on student behavior. Several examples of improving the culture of schools are given. Strategies for correcting misconduct are suggested, with particular emphasis on the school principal and the need for strong leadership. (JD)

ED 296 999 SP 030 464

Castle, Sharon, Ed.
Teacher Empowerment through Knowledge Linking Research and Practice for School Reform. Reprints of Papers.
PUB DATE- 9 Apr 88
NOTE- 56p.; Papers presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Agents; *Educational Change; Educational Research; Educational Resources; Elementary Secondary Education; Information Dissemination; Research Needs; *Research Utilization; Teacher Attitudes; *Theory Practice Relationship

The purpose of the symposium is to investigate those factors that obstruct and those factors that facilitate the knowledge utilization process for school reform in general and Mastery In Learning Project schools in particular. The Mastery in Learning Project (MILP) is the National Education Association's site-based, faculty-led school reform network of 26 schools. Four papers are included: (1) "The Literature on Teacher Utilization of Research: Implications for the School Reform Movement," by Douglas Fleming, provides a review of literature, indicates areas for researchers to consider in light of school reform, and links research to the design and implementation of MILP; (2) "Empowering Teachers through Knowledge," by Sharon Castle, describes MILP, discusses the role of knowledge utilization in site-based, faculty-led school reform, and presents the methodology used to investigate knowledge utilization in MILP schools; (3) "Obstacles to Teacher Use of the Knowledge Base for School Reform," by Gary Rackcliffe, presents results of the study and conclusions concerning the obstacles experienced in MILP schools; (4) "Facilitating Application of the Knowledge base to School Reform Priorities," by Nel Ward, presents results of the study and conclusions concerning factors facilitating knowledge utilization and potential solutions to the obstacles. (Author)

ED 297 083 UD 026 318

Canner, Jane; And Others
School Improvement Project: 1983-84. Fifth Annual Process Assessment. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 85
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Role; *Educational Facilities Improvement; Elementary Secondary Education; *Improvement Programs; *Policy Formation; Principals; *Program Evaluation; School Based Management; School Community Programs; School Organization; School Policy
IDENTIFIERS- New York (New York); *School Improvement Project (New York City)

The primary goal of the School Improvement Project (SIP), administered by the central office of New York City (New York) Public Schools, is to improve academic achievement through school-based planning. A planning committee representing the various school constituencies is responsible for developing and implementing a comprehensive plan to effect changes in administrative style, basic skills instruction, school climate, student assessment, and teacher expectations. During successive years in the project, schools are encouraged to depend less on project direction and support, and to become increasingly self-sustaining. During 1983-84 the Project's goals were the following: (1) to implement improvement plans in 13 second-year ("D") schools; (2) to begin independent institutionalization of improvement planning in four third-year ("C") schools; (3) to maintain institutionalization in eight fourth-year ("B") and four fifth-year ("A") schools; and (4) to continue training project and school staff. After five years of Project implementation, some patterns have begun to emerge identifying school factors that promote or impede success. The most critical factor has been the principal's commitment and backing. Strong, effective committees and school-wide cooperation are also critical factors. Principals, chairpersons, and committees seem to have come to a consensus regarding the definition of school improvement success or failure and their own investment in the process. That the principal can accept and support constituency planning without being threatened by it is a critical criterion. (Author/BJV)

ED 296 860 RC 016 685

Chugh, Ram L.; Gandhi, Prem P.
North Country Successes: Case Studies of Successful Entrepreneurs in the ANCA Region.
SPONS. AGENCY- Adirondack North Country Association, Lake Placid, NY.
PUB DATE- 87
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Area Studies; Business Administration; Case Studies; *Economic Opportunities; Economic Progress; *Entrepreneurship; Ownership; *Quality of Life; Rural Areas; *Small Businesses; Socioeconomic Influences; *Success; Surveys
IDENTIFIERS- *New York (North Country)

This study identifies the characteristics of both successful small businesses and their entrepreneurial owners in a 14-county area of the Adirondack North Country Association (ANCA). Of the 100 survey respondents representing successful small businesses, 50% had been in business for less than 14 years; 38% were in manufacturing; 48% employed more than 16 full-time employees; and 63% had increased sales by more than 10% in the past 5 years. Twenty-three of the companies showed assets greater than $2 million. Significantly, 60% of the entrepreneurs were from outside the region and had been attracted by its quality of life. The entrepreneurs tended to be under 45 years of age, college educated, previously employed, and married. These entrepreneurs attributed their success to a determination to succeed, persistence, a willingness to work long hours, the uniqueness of their product, and innovative marketing strategies. They cited bureaucratic hurdles at the state and local level, and inadequate access to capital as barriers to success. A regional focus promotes economic development; the preservation of the quality of life in the area; the creation of venture and investment capital; legal and technical support services for entrepreneurs; and a more positive attitude toward economic development in the North Country area. (CS)

ED 296 936 SO 019 201

Ethics on Trial: Teacher's Guide for Secondary Schools.

Greater Washington Educational Telecommunications Association, Inc., Arlington, Va.
SPONS. AGENCY- Robert J. Kutak Foundation, Omaha, NE.
PUB DATE- 87
NOTE- 15p.; A videocassette accompanies the teacher's guide.
AVAILABLE FROM- WETA-TV, Educational Activities, P.O. Box 2626, Washington, DC 20013 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ethical Instruction; *Ethics; *Law Related Education; *Lawyers; Legal Problems; Legal Responsibility; Moral Values; Secondary Education; *Secondary School Curriculum; Social Studies

Students' understanding of lawyers and the legal system may be increased through the five law-related ethical issues presented in this document. Legal ethics is defined as: (1) the minimum standard of professional conduct in daily legal situations; and (2) a lawyer's broader responsibility to society. The ethical issues are presented in three segments and through a review of actual law cases which include: (1) preserving clients' confidences and defending wealthy drug smugglers; (2) mandating pro-bono service and allowing advertising for legal services; and (3) disciplining incompetent lawyers. Included in the guide for each segment are a discussion of issue(s); a summary with background information; the key points; optional case studies with the court decisions; the reasonings; and the citations provided. A 14-item annotated bibliography is included. (DJC)

ED 297 015 TM 011 982

Kulik, James A.; Kulik, Chen-Lin C.

Meta-analysis: Historical Origins and Contemporary Practice.

PUB DATE- Apr 88
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Generalization; Literature Reviews; *Meta Analysis; *Research Methodology; *Statistical Analysis
IDENTIFIERS- *Historical Background

The early and recent history of meta-analysis is outlined. After providing a definition of meta-analysis and listing its major characteristics, developments in statistics and research are described that influenced the formulation of modern meta-analytic methods. Major meta-analytic methods currently in use are described. Statistical and other research developments contributing to meta-analysis include the introduction of combined tests, combined treatment effects, use of percentages as outcome variables, and use of correlations as outcomes. Meta-analytic approaches reviewed include Glass' methodology, Hedges' modern statistical methods, Hunter and Schmidt's validity generalization, and Rosenthal's methods. Problems affecting meta-analysis include inflated sample sizes, non-independent measures in statistical analyses, the failure to take experimental design into account when estimating effect sizes and sampling errors, and the development of inappropriate statistical methods for testing the influence of study features on study outcomes. Four tables and two graphs are included. (TJH)

ED 296 890 SE 049 417

Data Analysis. New Topics for Secondary School Mathematics. Materials and Software.

National Council of Teachers of Mathematics, Inc., Reston, Va.

REPORT NO.- ISBN-0-87353-263-5
PUB DATE- 88
NOTE- 138p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($10.00; pprice includes the accompanying software).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Oriented Programs; *Computer Software; *Computer Uses in Education; Courseware; Data; *Data Analysis; Data Collection; Data Processing; *Graphs; High Schools; Mathematics Education; *Microcomputers; *Secondary School Mathematics
IDENTIFIERS- *IBM PC Compatibles

This publication is composed of documentation material and a user's guide for the software used in this course. The materials in this book are extracted from an introductory college mathematics course designed to prepare high school students who have completed Algebra 2 for the variety of mathematics courses encountered in college. The principal goal of this material is to obtain information from data by giving students an opportunity to investigate and explore. The first chapter presents techniques used to summarize and display data of a single variable. Graphical display methods are also presented. The second and third chapters deal with the analysis of sets of ordered pairs and re-expression techniques based on characteristics of functions. The focus is on finding the best fitting curve and its interpretation as a model. Numerous examples and exercises are included in each chapter for classroom discussions and student assignments. Chapter four contains answer keys; chapter five is the guide for the software. The software provides programs for saving sets, tranforming data, generating summary statistics, and making various kinds of plots--stem-and-leaf, box-and-whisker, and scatter. An IBM PC-compatible disk requiring 512K memory completes the package. (RT)

ED 296 949 SO 019 411

Seiter, David
Economics in the Curriculum. ERIC Digest No. EDO-SO-88-4.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-88-4
PUB DATE- May 88
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth St., Suite 120, Bloomington, IN 47408.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Curriculum Design; *Economics; *Economics Education; *Elementary School Curriculum; Elementary Secondary Education; *Secondary School Curriculum; *Social Studies
IDENTIFIERS- ERIC Digests

Economics education in elementary and secondary schools is essential in order to prepare a responsible citizenry that can cope with economic problems and issues. This ERIC Digest examines: (1) the primary goal of economics education; (2) current economics curriculum patterns; and (3) methods of improving the economics curriculum. The basic concepts of economics education should be included in a social studies core curriculum and curriculum patterns should include: (1) the use of separate economics courses; (2) the general infusion of economics principles and concepts into other courses; or (3) the utilization of specific units of economics instruction within existing courses on other subjects. One method of improving economics education is to combine an infusion strategy in grades K-12 with a required one semester high school course. Four characteristics of a sound secondary school economics course include: (1) an emphasis on basic concepts and principles; (2) teaching strategies that elicit active student learning; (3) the connection of concepts and principles to other school subjects and citizenship roles; and (4) the application of knowledge to public issues and problems. The use of quantitative analysis and macro-economics should be emphasized. A 16-item bibliography is appended. (JHP)

ED 297 044 UD 026 262

Strodl, Peter

Ethnic Differences in Dealing with Experiences in Multiethnic Middle Schools.

PUB DATE- 15 Apr 88
NOTE- 20p.; Paper presented at the Urban Educational Research Conference (Brooklyn, NY, April 15, 1988). May reproduce poorly due to light print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Black Students; *Cultural Differences; Cultural Influences; Cultural Interrelationships; *Educational Environment; *Ethnic Groups; Ethnic Studies; Junior High Schools; *Middle Schools; Organizational Climate; *Social Cognition; Student School Relationship; Teacher Student Relationship; *Urban Education; White Students
IDENTIFIERS- Hispanic American Students; *Middle School Students; Organizational Climate Index

Students from different ethnic backgrounds respond differently to a mutually experienced school environment. In this study, 804 students in five multiethnic urban middle schools in New York State were surveyed using the Elementary and Secondary Environment Index, a companion to the Organizational Climate Index. Each school's population was broken down into Black, White, Hispanic, Oriental, and other or multiethnic groups. Responses to the survey were analyzed to determine the factors that affected the students' perceptions of their school's organizational climate. Findings include the following: (1) ethnicity and socioeconomic status were more important in determining differences in perception than was ability; (2) social issues were not separated from academic issues and teachers; (3) teachers were perceived as interested in the students but sometimes suspicious, and often angry; (4) Black and White students differed most in their motivation and interests; and (5) Hispanic students had totally different perceptions from their Black and White classmates. Curriculum development should focus on peer problem solving skills, the development of social awareness, and communication skills. Four tables of statistical data and a list of references are included. (FMW)

ED 297 057 UD 026 287

One-Third of a Nation. A Report of the Commission on Minority Participation in Education and American Life.
American Council on Education, Washington, D.C.; Education Commission of the States, Denver, Colo.
PUB DATE- May 88
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; Blacks; College Role; Community Role; Demography; Educational Attainment; Elementary Secondary Education; *Equal Education; *Equal Opportunities (Jobs); Futures (of Society); Government Role; Hispanic Americans; Income; Institutional Role; Labor Force; *Minority Group Influences; *Minority Groups; Minority Group Teachers; *Policy Formation; Population Trends; Poverty; *Program Development; Quality of Life; Racial Differences; Role of Education; Unemployment

After the year 2000 one-third of the American population will be members of minority groups; neglecting minorities will have disastrous effects on the nation. The United States has made some progress in improving the lives of minorities, but America is presently moving backward--not forward--in its efforts to achieve the full participation of minority citizens in the life and prosperity of the nation. Statistics on American minorities are provided. Past federal programs that have benefited minorities are reviewed. A national commitment must be made toward the goal of enabling America's minorities to attain a quality of life as high as that of the white majority. The following strategies for success are identified: (1) institutions of higher learning should strengthen their efforts to increase minority recruitment, retention, and graduation; (2) national leaders should identify and implement policies to stimulate economic growth and restore national solvency; (3) elected officials should lead efforts to assure minority advancement; (4) private and voluntary organizations should initiate new, and expand existing, programs designed to increase minority participation and achievement; (5) each major sector of our society should contribute to a new vision of affirmative action around which a broad national consensus can be formed; (6) minority public officials, institutions, and voluntary organizations should expand their leadership roles; and (7) education leaders should improve coordination and cooperation among all levels and systems. Data are illustrated on eight figures, and 40 bibliographic notes are included. (BJV)

ED 297 070 UD 026 301

Gampert, Richard D.; Shore, Rima

The Cohort Report: Four Year Results for the Class of 1987 and an Update on the Class of 1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Jun 88
NOTE- 79p.; For the class of 1986 study, see UD 026 296.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Cohort Analysis; Cross Sectional Studies; *Dropout Rate; Dropout Research; Dropouts; *Educational Attainment; Exceptional Persons; Grade Repetition; *High School Graduates; High Schools; *High School Students; *Public Schools; Special Education; Urban Problems; *Urban Schools
IDENTIFIERS- *New York (New York)

The cohort method was used to compute graduation and dropout rates for 81,847 New York City public high school students who entered grade 9 in 1983-84 and were expected to graduate in June, 1987. Separate studies were conducted for the following: (1) self-contained special education classes whose students were born in 1969 (Special Education Class of 1987); (2) a one-year follow up of the Class of 1986; and (3) preliminary study of the Classes of 1988 and 1989. Findings include the following: (1) the four-year dropout rates for the Classes of 1986 (21.8%) and 1987 (22.4%) were similar, and were expected to rise with additional years in school; (2) most students dropped out in the ninth or tenth grade and most were at least one year overage for their grade; (3) the dropout rate for the Special Education Class of 1987 was 24.1 percent; (4) dropout rates for the Classes of 1988 and 1989 will not differ from those of the Classes of 1986 and 1987; (5) the four-year graduation rates for the Class of 1986 (41%) and 1987 (39.2%) were similar, and were expected to rise with additional years in school; (6) general education students were more likely to graduate than special education students; (7) the assumption that high school is a four-year process may no longer be valid for school management decisions and statistical calculations due to the large number of students who take more than four years to complete high school. Statistical data are presented on four graphs and 19 tables, and two appendices provide a definition of the cohorts (general education) and a school-level analysis--Class of 1987. (FMW)

ED 296 906 SE 049 445

National Science Foundation Annual Report 1987.
National Science Foundation, Washington, D.C.
REPORT NO.- NSF-88-1
PUB DATE- 88
NOTE- 116p.; Photographs may not reproduce well. See ED 284 736 for 1986 Annual Report.
AVAILABLE FROM- Superintendent of Documents, U.S. Governmment Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; Computer Science; *Engineering; Engineers; Financial Support; Grants; Higher Education; *Industry; Mathematics; Research Opportunities; Science Education; *Sciences; *Scientists; Secondary Education; Secondary School Science; *Technological Advancement
IDENTIFIERS- *National Science Foundation

The imbalance between the supply and demand for new knowledge is a very important feature with regard to science and engineering. Whereas the supply of new knowledge appears unlimited, the demand for new knowledge is much greater. In the years to come, more knowledge will be needed to cope with world problems. Knowledge is a most important resource along with the scientists and engineers who produce it. Many believe that increasing the supply of knowledge requires solving the problems of education and devoting the necessary resources to basic research. This publication contains seven chapters, a director's statement, highlights, awards, operational and organizational news, and a conclusion. The first chapter gives perspectives for the 1990s. Chapter 2, on human resources and education, outlines precollege education, undergraduate and graduate education, other activities, and public outreach. Chapter 3 explains disciplinary research in fields including the sciences, mathematics, and small businesses. Chapter 4 deals with basic research of centers and groups, and instrumentation. Included are three appendices including: (1) a list of National Science Foundation and National Science Board Members; (2) the patents and financial report; and (3) a list of advisory committees and chairpersons. (RT)

ED 296 983 SP 030 402

Fowler, Tony
What's Happening in Teacher Testing. Research in Brief.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-88-162-rib
PUB DATE- May 88
NOTE- 3p.; For the related document, see ED 284 867.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Admission Criteria; Elementary Secondary Education; Minority Group Teachers; *Teacher Certification; *Teacher Evaluation; *Testing; *Test Validity

This brief review summarizes "What's Happening in Teacher Testing," a report from the U.S. Department of Education which provides information on teacher testing programs already in place. The report includes articles on testing and related areas, such as the history of teacher testing, legal considerations, and teacher supply and demand. Information on ordering the report is presented. (JD)

Gardner, Howard

The Mind's New Science. A History of the Cognitive Revolution.

REPORT NO.- ISBN-0-465-04635-5
PUB DATE- 85
NOTE- 430p.; Contains a new epilogue by the author: "Cognitive Science After 1984."
AVAILABLE FROM- Baisc Books, Inc., 10 East 53rd Street, New York, NY 10022 ($12.95 paperback).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Anthropology; *Artificial Intelligence; *Cognitive Psychology; College Science; Computer Simulation; *Epistemology; Higher Education; Information Processing; Information Science; *Linguistics; Neurolinguistics; Neurological Organization; *Philosophy; Science Education; Sciences

A cadre of thinkers called cognitive scientists has been investigating some of the same issues that first possessed the Greeks. As did the Greeks, they seek to understand what is known, ponder the sources of knowledge, conjecture about the various vehicles of knowledge, reflect on language, and speculate on the nature of the activity of knowing. Cognitive science, although reaching back to the Greeks, is radically new. It is defined as a contemporary, empirically based effort to answer epistemological questions concerned with the nature of knowledge, its components, its sources, its development, and its deployment. This book consists of three parts. Part I deals with the history of interdisciplinary conversations and projects and the founding of cognitive science in chapters two and three. Part II, chapters four through nine, consists of brief targeted histories of the six fields (philosophy, psychology, artificial intelligence, linguistics, anthropology, and neuroscience) of cognitive science. Part III, chapters 10 through 14, is an assessment in which the focus shifts from work within a traditional discipline to lines of research that represent an intersection of a number of disciplines or a single, unified cognitive science. Also included are an epilogue, references, name index, and subject index. (RT)

ED 296 921 SO 019 128

World History Curriculum Guide: Secondary Social Studies. Bulletin 1758.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.

PUB DATE- 87

NOTE- 676p.

LANGUAGE- English

EDRS Price - MF04/PC28 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Course Content; *Curriculum Development; High Schools; Information Sources; Instructional Materials; Learning Activities; Program Content; Resource Units; *Social Studies; State Curriculum Guides; State Programs; Units of Study; *World History

IDENTIFIERS- *Louisiana

This state curriculum guide was developed to reaffirm the importance of world history in the Louisiana social studies curriculum. It contains statements of the Louisiana social studies goals, program scopes and sequences, a list of 14 generalizations and related concepts, and a master course content outline. Seven study units are presented that address: (1) prehistory; (2) the ancient world; (3) the middle ages; (4) the early modern age; (5) the later modern age; (6) the inter-war period and World War II; and (7) the nuclear age. Each unit is divided into specific sections that contain: (1) generalization, concept, and objective statements; (2) a course outline; and (3) suggested learning activities. Appendices include: (1) selected world history computer activities; (2) world history terms; (3) lists of geographical locations; (4) an overview of major periods and trends in world art and music; (5) 136 references; (6) a sample unit; (7) suggestions and references for evaluation techniques; (8) foreign diplomatic and consular offices in the United States; (9) K-12 social studies skills' charts; and (10) an index organized by time periods, geographical or cultural areas, topics, and page number. (JHP)

ED 296 966 SP 030 347

DeBolt, Gary P.
The Social System in Social Studies Lessons: Little Girl Lost vs. Work in the Real World.
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Cooperating Teachers; Higher Education; High Schools; *Interaction Process Analysis; *Interpersonal Relationship; Preservice Teacher Education; *Student Teachers; Teacher Behavior; *Teacher Student Relationship; *Teaching Experience

This paper discusses the perceptions of student teachers, cooperating teachers and pupils in two social studies lessons. Videotapes of two student teachers in action in the classroom were used for stimulated recall interviews in which they discussed their perceptions and feelings about their own performance, their cooperating teacher's reactions, and the students' responses. It is posited that the classroom in which any student teacher is placed provides a social system that has already been shaped by the cooperating teacher and the students. It appeared that the social system of the classroom was an important factor in the thinking of the two student teachers, and their perceptions of their relationship to the cooperating teacher were closely tied to their perceptions of their relationship with the students. (JD)

ED 297 000   SP 030 484

Guidelines for the Preparation of Elementary Teachers.
American Association of Colleges for Teacher Education, Washington, D.C.
REPORT NO.- ISBN-0-89333-049-3
PUB DATE- 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Standards; Elementary Education; *Elementary School Teachers; Higher Education; Preservice Teacher Education; *Program Design; *Teacher Education Curriculum; *Teacher Education Programs

This document describes preservice preparation of elementary teachers and reflects competencies that should be exhibited by beginning teachers. The guidelines are organized within components traditionally associated with undergraduate academic preparation (general studies, preprofessional studies, specialty area studies, and professional studies). These divisions, as they are used in the guidelines, do not require an undergraduate program structure for teacher preparation, nor a specific organization of curriculum. They reflect the roles and functions, and in some cases the appropriate sequence, of study considered essential to the preparation of elementary teachers at whatever academic level that preparation is undertaken. Part one describes requirements and characteristics of programs that maintain high standards of quality in the preparation of elementary teachers. Part two describes four areas related to the quality of teacher preparation: (1) relationship to the world of practice; (2) elementary education students; (3) teacher education faculty; and (4) governance and resources. (JD)

ED 297 016 TM 011 984

Lutz, Frank W.
The Courage To Be Creative.
PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrative Principles; Educational Innovation; *Educational Philosophy; Educational Theories; Elementary Secondary Education; Literature Reviews; *Public Education
IDENTIFIERS- *Critical Theory; Logical Positivism; *Positivism

The influence of positivism and post-positivism in public education is critiqued. Post-positivism is identified with the movement extending from T. S. Kuhn (1962, 1970). Logical positivism is discussed as a paradigm based on the philosophy of Enlightenment, the age of reasoning, and the work of A. Compte. The critical theory of society, emerging from the thinking and writing of the Frankfort School for Social Research between 1920 and 1940 is also considered. Like post-positivism, critical theory rejects logical positivism. On these bases, organizational alternatives for education are forwarded. The three major alternatives covered are: (1) loose coupling as described by K. E. Weick (1976); (2) organized anarchies and garbage can models as described by M. D. Cohen and J. G. March (1974) and March and J. P. Olson (1976); and (3) organizational culture as described by T. E. Deal and A. A. Kennedy (1981). The pertinence of these intellectual movements on education in Texas is outlined. (TJH)

ED 297 031 TM 012 010

Straus, Murray A.
Validity of Aggregating Individual-Level Survey Data for Macrosociological Research Using U.S. States.
New Hampshire Univ., Durham. Family Research Lab.
SPONS. AGENCY- Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Oct 87
NOTE- 21p.; For a related document, see TM 012 000. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
GRANT- T32-MH15161
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concurrent Validity; Construct Validity; Demography; Meta Analysis; *National Surveys; *Social Science Research; *State Norms; State Surveys; *Statistical Analysis; Violence
IDENTIFIERS- *Aggregation (Data); General Social Survey; National Family Violence Survey; *States (Geopolitical Regions)

The feasibility of employing survey data that uses the states of the United States as the societal units in macro-level sociological research was studied. The range of issues available for research opened to investigation would be greatly expanded if it were possible to aggregate national survey data to produce state-level statistics for variables such as approval of violence and gender role attitudes. If such data were to be available, they could be used to investigate issues such as whether state-to-state differences in the degree of approval of violence explain part of the huge differences among states in the rate of violent crimes. The validity analyses reported in this paper were conducted using data from the 1975 National Family Violence Survey, the 1985 National Family Violence Resurvey, and the 1972-84 cumulative General Social Survey. Analyses provide information on concurrent validity, construct validity, validity of specific variables, and multi-indicator indexes. It is concluded that aggregate survey data should be avoided unless there are strong reasons to use such data despite the problems. (TJH)

ED 296 861 RC 016 690

Browne, Dauna Bell
Whole Language: An Approach to Reading That Fits Native American Reading Styles.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Culture; *Brain Hemisphere Functions; Cognitive Style; Early Childhood Education; Holistic Approach; *Language Processing; Prereading Experience; Primary Education; Reading Difficulties; *Reading Strategies
IDENTIFIERS- *Native Americans; *Reading Concepts; Whole Language Approach

This paper presents criteria for a reading program for Native American children based on the theory that these children have learning styles grounded in right hemisphere (brain) dominance. To test this theory the Wechsler Intelligence Scale for Children-Revised was administered to 197 Native American children. Test results are interpreted to indicate a pattern reflecting greater strength in right hemisphere processing. The author concludes that lower reading scores of Native American children may be due, in part, to a mismatch between a right hemisphere learning style and a left hemisphere instructional approach. The paper recommends that reading programs for Native American children employ whole-brain learning techniques; visual, auditory, and kinesthetic models for language and thinking; rhythmic and dramatic play; and a holistic method of instruction that recognizes the language, culture, and learning styles that Native American children bring to school. (CS)

ED 296 937 SO 019 238

Galloway, Margaret E.
The Rhetoric of Prejudice and Public Policy Regarding the American Indian.

PUB DATE- 10 Oct 87
NOTE- 24p.; Paper presented at the Annual Conference of the Western Social Science Association (30th, Denver, CO, April 29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indians; Civil Liberties; Civil Rights; *Cultural Differences; History; Land Settlement; Literature Reviews; Majority Attitudes; Minority Groups; Nonreservation American Indians; *Public Policy; *Racial Attitudes; Racial Bias; *Racial Discrimination; Reservation American Indians

This paper presents a review of written information concerning the American Indian that reveals stereotypes, prejudicial statements, and misrepresentation. While manifest destiny was the policy of the government during the late 1800s, social prejudice was used to develop a perception of the American Indians that justified removing them from their lands. Once the tribes became relatively subdued and restricted to tribal lands, social prejudice was expanded to reduce any influence Indians might possess. Older written documents, as well as contemporary literature, have maintained stereotypes of the Indians which depict them in a negative way and deny them the opportunity to excel. While many American Indians have won considerable acclaim in the fine arts, literature, crafts, and sports, prejudice remains. American Indians choosing to remain among their people on tribal lands are viewed as outcasts by society. Organizations representing the government to business groups have appointed themselves as caretakers of the Indians, frequently doing more harm than good to the people and their resources. The general thrust of public policy has been to force the American Indian to become a part of the cultural mainstream. By constantly forcing the Indians away, from their culture, society has made the Indian the United States' most persistent refugee. (Author/SM)

ED 296 984 SP 030 412

Education Programs That Work: A Collection of Proven Exemplary Educational Programs and Practices. Edition 14. 1988.

National Dissemination Study Group.; Sopris West, Inc., Longmont, CO.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
PUB DATE- 88
NOTE- 313p.
AVAILABLE FROM- Sopris West Incorporated, 1120 Delaware Ave., Longmont, CO 80501 ($11.95).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Career Education; *Demonstration Programs; *Educational Quality; Elementary Secondary Education; Nontraditional Education; *Program Content; *Program Design; *Program Effectiveness; Teacher Education; Vocational Education
IDENTIFIERS- *National Dissemination Network

This publication presents an overview of all educational programs approved for national dissemination by the Department of Education. The projects are divided into the following sections: (1) adult education; (2) administration/organizational arrangements; (3) alternative schools/programs/bilingual/migrant programs; (4) basic skills--language arts/writing; (5) basic skills--mathematics; (6) basic skills--multi-disciplinary; (7) basic skills--reading; (8) career/vocational education; (9) early childhood/parent involvement; (10) gifted and talented/technology/special interests; (11) health/physical education; (12) preservice/inservice training; (13) science/social science; (14) special education/learning disabilities; and (15) projects whose services are no longer available. The appendices include listings of projects by state and ERIC descriptors. (JD)

ED 297 045 UD 026 263

Paul, Faith
Declining Black Access to College in Metropolitan Atlanta. Working Paper No. 11.
Chicago Univ., Ill.
SPONS. AGENCY- Southern Education Foundation, Atlanta, Ga.; Spencer Foundation, Chicago, Ill.
PUB DATE- Mar 88
NOTE- 27p.; A product of the Metropolitan Opportunity Project.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Black Education; *Black Students; College Attendance; *College Students; *Enrollment Trends; Higher Education; Hispanic Americans; *Racial Differences; Racial Factors; *Racial Segregation; Socioeconomic Status; Urban Education; Whites
IDENTIFIERS- *Georgia (Atlanta)

Examination of college enrollment in Atlanta, Georgia, showed the starkest contrasts between White gains and Black declines of any of the five metropolitan regions studied by the University of Chicago's Metropolitan Opportunity Project: while there were no declines in enrollment for White or Hispanic students, there were substantial declines for Black students. In the four other regions studied, socioeconomic factors were the decisive influence of enrollment declines, which occurred across all ethnic groups. In Atlanta socioeconomic status is a less important factor than race. Between 1975 and 1984 White and Hispanic students comprised a decreasing proportion of high school graduates but an increasing proportion of college students. The opposite held true for Blacks. Examination of the largest schools in Atlanta revealed that the four colleges that were integrated by race had a minimum of 80 percent White enrollment. The total number of degrees awarded to Whites and Hispanics rose from 1975 to 1984, but fell for Black students after 1978. The number of degrees awarded by traditionally Black colleges in Atlanta also fell. There is no serious attempt to desegregate higher education in Georgia, in spite of the fact that Georgia is under court order to desegregate its institutions of higher education. Data are presented on 24 tables. (BJV)

ED 297 071 UD 026 302

Villegas, Jose J.; Fischer, Shelley M.
The Transition Program for Refugee Children 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jun 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; Disadvantaged Youth; *Federal Aid; High Schools; *High School Students; *Immigrants; *Limited English Speaking; Private Schools; Program Evaluation; Public Schools; *Refugees; Urban Schools; Vocational Education
IDENTIFIERS- *Asian American Students; *New York (New York); Refugee Act 1980

This program, in its fifth year of operation, was federally funded under the Refugee Act on a per-capita formula based on the number of New York City students identified as refugees using federal criteria. Because the total sum allocated was too limited to support instruction, funds were used to develop a vocational English as a second language curriculum guide, and to purchase books, instructional supplies, and computer software. These appeared to be appropriate for the students served. School personnel identified 171 students located in 19 public and non-public schools to participate in the program. Demographic data provided for 150 students revealed that most were from Asian countries and spoke Asian languages. Given the difficulty of attributing an effect to these resources, student outcomes were not proposed. Therefore, data were not generated. Two tables of statistical data on the number of program students by site, and the number and percent of program students by country and birth are included.(FMW)

ED 297 084 UD 026 325

Meyers, Alan; And Others

School Breakfast Program and School Performance.

SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- May 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Ancillary School Services; *Attendance; Attendance Patterns; *Breakfast Programs; *Eating Habits; Economically Disadvantaged; Elementary Education; Elementary School Students; Federal Programs; *Low Income Groups; Nutrition; Program Effectiveness; *Student Improvement
IDENTIFIERS- *Massachusetts (Lawrence); Tardiness

Children who participate in the School Breakfast Program show significant improvement in academic performance and tardiness rates, and a trend toward improvement in absenteeism. The School Breakfast Program was created by Congress in 1966 to provide a breakfast on school days for low income children who would otherwise have none. Children (N=1,023) in grades 3, 4, 5, and 6 in six elementary schools in Lawrence, Massachusetts, were chosen for a one-year study on the effects of Breakfast Program participation. Rates of change were calculated for test scores on the Comprehensive Test of Basic Skills (CBTS), absence, and tardiness for Program participant and non-participant groups before and after implementation. Participant and non-participant groups were compared with regard to demographic variables from school records, and on their CBTS score, tardiness, and absence rates of change. Results were the following: (1) participants and non-participants did not differ with respect to sex, ethnicity, or number of children per family; (2) participants improved their CBTS score; (3) absenteeism of both participants and non-participants increased, but there was less increase for participants; and (4) tardiness decreased for participants and increased for non-participants. Limitations of the study include the following: (1) access to data was limited to those available from school records; and (2) not knowing which of the study subjects habitually did not eat breakfast prior to the implementation of the Program. Sixteen pages duplicating accompanying explanatory slides are included. (FMW)

ED 296 891 SE 049 418

Farrell, Margaret A., Ed.
Imaginative Ideas for the Teacher of Mathematics, Grades K-12.
Ranucci's Reservoir. A Collection of Articles by Ernest R. Ranucci.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-257-0
PUB DATE- 88
NOTE- 96p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($8.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Games; Elementary School Mathematics; Elementary Secondary Education; Enrichment Activities; *Experiential Learning; Learning Activities; Learning Motivation; *Logical Thinking; *Mathematical Enrichment; Mathematics Education; *Problem Solving; *Secondary School Mathematics; *Student Motivation

This book is a collection of 21 articles by mathematics teacher Ernest Ranucci (1912-1976) grouped into five categories: (1) "Patterns" (for developing inductive reasoning skills); (2) "Mathematics in the World Around Us"; (3) "Spatial Visualization"; (4) "Inventiveness in Geometry"; and (5) "Games to Learn By", which demonstrates that mathematics can be both challenging and fun. The six articles for the first section emphasize geometric and numerical patterns and ways of encouraging students to find them. In the second section, the two articles use an intermingling of music, mathematics, and international culture to show the relationship between mathematics and music. Section three is composed of four articles on orthographic projection and its uses in a geometry classroom; blackboard drawing; the history of mathematics and mathematical art and literature; and topology and the uses that can be made of the letters of the alphabet. Section four deals with tessellations (the field of geometry concerned with two-dimensional space filling) and the inventive nature and human aspects of mathematics. Section five consists of three readings that provide calculation practices, a system for studying bases other than ten, an analysis of the mathematical structure of a game, and winning strategies. Also included are a brief biography of Ranucci and a selected bibliography of his work. (RT)

ED 296 907 SE 049 446

Gerig, Denise L.
Sex Differences in Mathematics Achievement: What Are They and Why Do They Exist?
PUB DATE- 20 Jul 88
NOTE- 48p.; Master's Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Research; Elementary School Mathematics; Elementary Secondary Education; *Females; *Mathematics Achievement; Mathematics Anxiety; Mathematics Education; *Mathematics Instruction; Parent Attitudes; Parent Influence; Secondary School Mathematics; *Sex Differences; Sex Stereotypes; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Mathematics Education Research

The purpose of this study was to review the research on sex-related differences in mathematics achievement to determine the extent of the inequalities and the factors which cause them. The first section concentrates on differences in mathematics achievement between males and females. The second section describes the sex differences in mathematics course enrollment and the factors identified by males and females which predict course enrollment. The third section discusses student attitudes, teacher-student interactions, and parent attitudes. The annotations within each category are arranged chronologically. Recommendations include: (1) Teachers at all levels should eliminate sex bias; (2) Educators and parents should encourage all students to continue in mathematics; (3) Research be should conducted on sex differences of math-related activities which occur outside school and their relationship to math achievement; (4) Educators and parents should help students develop confidence in their ability to do mathematics; (5) Educators should demonstrate to students the usefulness of math in their lives; (6) Research should be conducted on learning when the frequency of certain mathematics activities is manipulated; (7) Research should be directed toward the teaching of spatial visualization; (8) Teachers should help students overcome sex stereotyping of mathematics; and (9) Teachers and parents should cooperate to increase supportive conditions and encourage perseverance. (PK)

ED 296 950 SO 019 428

White, Charles S.
Computers in Social Studies Classrooms: ERIC Digest EDO-SO88-5.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-88-5
PUB DATE- Jun 88
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth St., Suite 120, Bloomington, IN 47408.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Environment; *Computer Assisted Instruction; Computer Software; Elementary Secondary Education; Instructional Improvement; Learning Activities; *Social Studies
IDENTIFIERS- ERIC Digests

Integrating computer-based learning tools into the curriculum has been slow, and the results of actual usage have been inconclusive; however, the potential for effective instruction should increase use by teachers and students. This ERIC Digest discusses three topics: (1) computer use in the classroom; (2) what is known about the effects of computer use on teaching and learning; and (3) trends likely to develop in the use of computers. Discussion of computer software includes drills, tutorials, simulations, and databases as the most commonly used programs in classrooms. Research results of computer use are presented in terms of the effects of drills and tutorials, simulations, and databases. Five projected trends include these beliefs: (1) computers will become standard fixtures because they have proven to be useful tools; (2) the national movement towards the development of thinking skills will be supported by the use of databases; (3) software development will increase as demands are made for curriculum integration; (4) there will be increased development of interactive videos; and (5) access to data will increase through the use of modems, CD-ROM discs, and hypermedia systems. A 14-item list of references and Educational Resources Information Center (ERIC) resources is included. (DJC))

ED 296 967   SP 030 349

Hursh, David
Progress and Problems in Becoming Reflective: An Ethnographic Study of Pre-Service Elementary Teachers.
PUB DATE- 9 Apr 88
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Critical Thinking; Elementary Education; Elementary School Teachers; Ethics; Higher Education; *Metacognition; Preservice Teacher Education; *Program Development; *Student Teachers; *Teacher Education Programs; Teacher Student Relationship
IDENTIFIERS- *Reflective Teaching

This ethnographic study responds to concerns that the goal of developing reflective teachers is unrealistic given the practical concerns of preservice teachers. The study examines what should be meant by "reflective teaching" and whether or not teachers can become "reflective." The aim of the research was to understand if and how preservice teachers become more reflective, and the relationship between the preservice teacher, the teacher education program, and the broader social context. The setting for the study was an elementary education program at a large midwestern university which specifically aims to develop reflective teachers.

After offering a definition of "reflective teaching", a description is given of the progress and problems that preservice teachers face in becoming reflective teachers. The research demonstrates that preservice teachers cannot make sense of teaching without incorporating ethical and critical criteria into their observations. In order to understand the difficulties that teachers face in becoming reflective, the study situates them within the teacher education program and the larger social millieu of social and ethical concerns. Some implications for teacher education are discussed. (Twenty-eight references are listed.) (JD)

ED 297 001 SP 030 599

Fisher, Janet M.

Assessment Tools for Adapted and Regular Physical Education. ERIC Digest 1-88.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 18p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adapted Physical Education; *Diagnostic Tests; Elementary Secondary Education; *Evaluation Methods; Measures (Individuals); Program Evaluation; *Student Evaluation
IDENTIFIERS- ERIC Digests

A list is presented of diagnostic tools for regular physical educators who are also involved in adapting physical education programs for children with disabilities. The tests are identified according to the student population served (normal, mentally retarded, severely handicapped, etc.), and the body function being assessed (gross motor, balance, body laterality, etc.). The address of the company or association that furnishes each test is also listed. (JD)

ED 297 032 TM 012 011

Milburn, Norweeta G.; And Others
Inventory of Socially Supportive Behaviors: Reliability and Validity among Blacks.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (85th, New York, NY, August 28, 1987).
GRANT- 5R01-MH38836-03
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Blacks; Epidemiology; Minority Groups; *Rating Scales; Social Behavior; Social Networks; *Social Support Groups; *Test Reliability; Test Validity
IDENTIFIERS- Dimensional Analysis; *Inventory of Socially Supportive Behaviors

The reliability and validity of the Inventory of Socially Supportive Behaviors (ISSB), a measure designed to tap behaviors pertaining to the provision of social support, were studied. Data were analyzed on a pre-test sample of 100 adults from a community-based, epidemiologic study of 1,008 black adults in Virginia. Findings are presented on the internal consistency of the ISSB, including its dimensionality and the relation of the scale to the other aspects of social support such as structural social support network characteristics. Results show that the ISSB has reliability for use with community-based minority groups, is a reasonable measure of social support, and has very good internal consistency. However, its validity was not supported. Cognitive/informational support and appraisal/emotional support were the most robust dimensions of the ISSB. For black adults, support that results from the self-affirming and self-validating messages inherent in these types of supportive interaction seem to be important. The findings are compared to those of previous researchers such as M. Barrera et al (1983) and J. P. Stokes and D. G. Wilson (1984). Component One from the principle components analysis and components of the ISSB from the varimax rotation are listed. (TJH)

ED 297 058 UD 026 288

Lam, Tony C. M.

Testing, Opportunity Allocation, and Asian and Pacific Americans. The Proceedings of a Hearing Co-Sponsored by the National Commission on Testing and Public Policy and the National Association for Asian and Pacific American Education. (Honolulu, Hawaii, April 11, 1987). A Report.

National Commission on Testing and Public Policy.

SPONS. AGENCY- California Univ., Berkeley. Graduate School of Education.; Ford Foundation, New York, N.Y.; William and Flora Hewlett Foundation, Palo Alto, Calif.

PUB DATE- Apr 88

NOTE- 26p.; The Proceedings of a Hearing Co-Sponsored by the National Commission on Testing and Public Policy and the National Association for Asian and Pacific American Education.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Achievement Tests; *Asian Americans; Educational Assessment; Educational Policy; *Educational Testing; Elementary Secondary Education; Hawaiians; Individual Testing; Limited English Speaking; *Norm Referenced Tests; Policy Formation; *Standardized Tests; Students; *Test Bias; Test Construction; Testing Problems; Test Norms; Test Reliability; Test Validity

IDENTIFIERS- *Asian American Students; Hawaiian Studies; *Pacific Islanders

The National Commission on Testing and Public Policy is conducting a 3-year policy-oriented investigation of the role of tests, especially standardized, norm-referenced tests, in the allocation of educational, training, and employment opportunities in the United States today. This document reports on the first hearing, which focused on the concerns of Asian and Pacific Americans (APAs). Testimony on the following issues is summarized: (1) Cultural and Linguistic Sources of Bias and Unfairness in the Informal Assessment of Asian Americans; (2) The Testing of Prospective Teachers in Hawaii; (3) Test Scores as Indicators of Educational Problems; (4) The Assessment of the Education of Native Hawaiians; (5) Modification of Standardized Tests Administered to Special APA Populations; (6) Testing and the Identification of Appropriate Educational Services for Limited English Proficient APA Students; (7) Research, Development, and Policy Issues Pertaining to Tests, Testing, and APAs; (8) Testing and APAs in California; (9) Testing Research and Test Taker Rights; (10) Ethics of Educational Testing; (11) Test Scores and the Ethnic Minority Index; and (12) Testing and the Educational Status of Native Hawaiians. Other testing issues of concern to APAs, but not covered in the hearings, are the following: (1) out-of-level testing; (2) special norms and renorming; (3) non-comparability of English language assessment tests; (4) testing in a language other than English; (5) test conditions and test sophistication; and (6) APA representation in test debias procedures. A list of 21 references is included. (BJV)

ED 296 862 RC 016 691

Latham, Glenn
Students at Risk: Forecasting the Socio-Educational Effects on Students Displaced by the Closure of Intermountain Intertribal School.
PUB DATE- 20 Apr 84
NOTE- 45p.; For related document, see RC 016 692.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; Access to Education; Alcoholism; *American Indian Education; Delinquency; Drug Addiction; *Federal Indian Relationship; *High Risk Students; Potential Dropouts; Remedial Programs; Secondary Education
IDENTIFIERS- *Bureau of Indian Affairs Schools; *Intermountain School UT

The premature closing of the Intermountain Intertribal School (IIS), a majority of whose students were referred because they were particularly difficult to serve and required special attention, represents a significant risk factor for the academic development of the students concerned. Of the 331 freshmen, sophomores, and juniors enrolled, adequate data were available for 246 (74.3%). academic delay, substance abuse, social-emotional problems, school history, school behavior, and arrests. A student-by-student risk analysis indicates that 52.3% of the student population is at high risk, and 91.6% is at either high, or moderate, risk. Most of these students are at high-risk in more than one critical risk category. Detailed weightings for critical risk factors are described in an attachment. These data and the delay in transferring critical IIS programs to other schools indicate that the decision to close the school will not serve the best interest of the target students, their families, and the tribes they represent. (SKW)

ED 296 877 SE 049 403

Scott, Jessica P.

Interaction in a Rural Science Class. A Naturalistic Study.

PUB DATE- 88
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Research; Educational Research; Ethnography; Interaction; *Interpersonal Communication; Junior High Schools; *Naturalistic Observation; *Participant Observation; Qualitative Research; Questioning Techniques; Rural Education; Science Education; *Secondary School Science; Student Reaction; *Teacher Student Relationship

The positivist paradigm has dominated the shape and direction of research in education. Traditionally the scientific method is adhered to, variables are strictly controlled, statistics are compiled, and conclusions are reached. In the post-positivist paradigm, studies conducted using naturalistic inquiry take place in the natural setting and do not attempt to control variables. This paper investigated: (1) the effect of a researcher upon a class; and (2) the types of interactions which occur in a classroom. This research was conducted in a seventh grade science class. Participant observation, interviews, and written work were the methods employed to collect data. Member checks were done at various points during data collection and analysis. Triangulation was accomplished through the use of participant observation, interviews, and the written work of students. There was concurrence between the results of each method. Results showed that the introduction of a researcher into a normal classroom does affect the students' reactions. They are more subdued and reticient. By the third visit, most of the students were acting more normal and included the researcher in conversations and discussions. Results also showed classroom interactions constantly occurring between students, students and teacher, and teacher and students. (RT)

ED 296 922 SO 019 136

Wilk, Merrill, Ed.; Phlegar, Janet M., Ed.
Quality Social Studies Education in Rhode Island: A Report of the Rhode Island Social Studies 1986-87 Project.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.; Rhode Island Coll., Providence.; Rhode Island Social Studies Association, North Providence.; Rhode Island State Dept. of Education, Providence.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 87
NOTE- 120p.
CONTRACT- 400-86-0005
AVAILABLE FROM- Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main Street, Andover, MA 01810 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Curriculum Development; *Curriculum Enrichment; Educational Improvement; *Educational Quality; Elementary Secondary Education; Lesson Plans; Program Descriptions; *Social Studies; State Curriculum Guides; *Statewide Planning
IDENTIFIERS- *Rhode Island

The purpose of the Rhode Island Social Studies 1986-87 Project was to examine current levels of social studies curriculum development within Rhode Island schools, to investigate related issues, and to produce a written report of the findings. Chapter 1, "A Proposed Framework for K-12 Social Studies Education in Rhode Island Schools," reviews content and concepts for a quality social studies program and evaluates the use of the "widening horizons" model of social studies instruction. Chapter 2, "A Model for Social Studies Program Evaluation," recommends that local school districts commit themselves to ongoing, systematic, and often collaborative evaluation processes. Chapter 3, "Integrating Social Studies Concepts into a Literacy Based K-3 Curriculum," addresses curriculum changes that are required as a result of the passage of the 1987 Rhode Island Literacy and Dropout Prevention Act. Curriculum requirements and four sample social studies lesson plans for teaching students in compensatory, special, limited English, and gifted programs are presented in chapter 4, "Social Studies and Special Populations." Chapter 5 provides six references and reference sources. Appendices include reprints from the journal "Social Education" concerning social studies scope and sequence issues. Graphs and tables are included. (JHP)

ED 296 938　　　　　　　　　　SO 019 261

Merrion, Margaret Dee; Vincent, Marilyn Curt
A Primer on Music for Non-Musician Educators. Fastback 270.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-270-4
PUB DATE- 88
NOTE- 32p.; Publication of this fastback was sponsored by the Central Michigan University Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Affective Behavior; *Cognitive Processes; Developmental Psychology; Elementary Secondary Education; Learning Processes; *Learning Theories; *Music Education; *Music Theory; *Psychomotor Skills; Teacher Education

The objectives of this pamphlet are to: (1) introduce the processes of music learning to non-musician educators; (2) illustrate how music learning serves as a model for all learning; (3) enable educators to gain a new perspective of the demands and processes needed to develop musical talent; and (4) help non-musician administrators understand that music learning has many benefits beyond the public performances that entertain the community. For most individuals, music learning is developmental and requires continuing effort spread over a period of time. It has cognitive, psychomotor, and affective domains. The cognitive or intellectual component of music includes music history and a body of knowledge in music theory. The musical elements of rhythm, harmony, melody, form, style, and dynamics are the fundamentals of music theory. The psychomotor aspect of music learning involves sensory stimulation and perceptual processes; and the cognitive and psychomotor elements in the music learning process are transformed into affective learning experiences. As music is essentially an aural phenomenon, the ears play a major role in music processing. From the ear, musical impulses are picked up and transmitted via a neurological network to the brain. To help students develop musical skill and insight, music must be experienced. Musicianship can be developed to some degree by almost all persons through engaging in musical experiences. (SM)

ED 296 985 SP 030 414

Sears, James T.; And Others
Teacher Education Policies and Programs: Implementing Reform Proposals of the 1980's.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
PUB DATE- Mar 88
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Admission Criteria; Change Strategies; *Educational Change; *Educational Legislation; *Educational Policy; Higher Education; Preservice Teacher Education; Program Effectiveness; *Program Evaluation; Student Recruitment; *Teacher Education Programs

The purpose of this paper is to examine the applications of educational reform proposals of this decade to teacher education. The first section discusses legislative initiatives regarding teacher preparation, and reviews three of the more recent teacher education reform reports issued after the first wave of these legislative efforts. Recognizing that the greatest challenge for educational reformers is to translate public policy into effective practice, section two highlights program changes and innovations which have been implemented within teacher education institutions during this decade. Based upon an analysis of the teacher education policies and programs discussed in this paper, the final section explores the potential long-term impact of these reform efforts upon teacher education and argues the need for more and better evaluative data on the effectiveness of these program reform-oriented strategies. A reference list of over 400 items is appended. (Author/JD)

ED 297 017 TM 011 985

Lutz, Frank W.; Maddirala, James
Stress, Burnout and Reform Mandated Accountability.
PUB DATE- Apr 88
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Achievement Tests; *Educational Change; Elementary Secondary Education; *Public School Teachers; State Programs; *Stress Variables; Teacher Attitudes; *Teacher Burnout; Testing Programs
IDENTIFIERS- Mandated Tests; *Paperwork; Texas

A mail questionnaire study involving 3,000 Texas educators was undertaken to describe the effects of certain Texas education reform policies as they relate to teacher burnout. Focus was on determining how the production of teacher-required paperwork and mandated student achievement testing influence teacher burnout. An initial mailing resulted in 700 responses. In response to a second mailing to 230 of the non-respondents, 97 additional responses were received. Scales incorporated into the study included the Mandated Tests Scale, Paperwork Scale, Burnout Scale, Pupil Control Ideology, and Locus of Control. The study also included a telephone interview component. Fifty-one psychological and demographic predictor variables were added to the regression equation to account for variance in the Emotional Exhaustion Factor of the Teacher Burnout Scale. Results indicate that: (1) paperwork is a factor in burnout of Texas teachers; (2) educators are not totally opposed to the mandated testing of their students, but all teachers are concerned about the misuses of testing; and (3) mandated testing and the associated paperwork may reduce teaching effectiveness and contribute to burnout. Twelve tables are provided. (TJH)

ED 296 892 SE 049 431

Improving Students' Understanding of Math Word Problems.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cloze Procedure; *Content Area Reading; Elementary Education; *Elementary School Mathematics; *Information Seeking; Logical Thinking; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Problem Sets; *Problem Solving; Readability; *Word Problems (Mathematics)

These materials were developed for use in workshops with teachers. The document suggests a four-stage framework which students can apply to problems: (1) get to know the problem; (2) choose what to do; (3) do it; and (4) look back. Suggestions are included for each of the four stages of the probem solving process. Other specific techniques for improving comprehension of word problems are Cloze exercises and identifying differences between similarly worded problems. Nine other specific techniques are briefly discussed. The document includes exercises for teachers, sample work sheets for students and a bibliography on problem solving. (PK)

ED 297 046 UD 026 264

Barrozo, Aurora C.
The Status of Instructional Provisions for Asian Ethnic Minorities: Lessons from the California Experience.
California State Dept. of Education, Sacramento.
PUB DATE- 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Asian Americans; Bilingual Education Programs; Cambodians; Chinese Americans; *Compensatory Education; Cultural Influences; Ethnic Stereotypes; Filipino Americans; High Schools; *Instructional Improvement; Korean Americans; Laotians; *Limited English Speaking; *Parent Attitudes; Parent Influence; Vietnamese People
IDENTIFIERS- *California; Hmong
The myth of Asians as "the model minority" may hide the instructional needs of Asians and mislead policymakers. There is growing concern that Asians' low verbal scores are masked by their higher than average math scores and high school grade point averages. Principals and key staff at 12 (out of 20) schools identified as having successful compensatory education programs responded to a questionnaire concerning Cambodian, Chinese, Filipino, Korean, Laotian, Hmong, and Vietnamese students who were classified as limited English proficient (LEP). The survey results were interpreted in light of evaluation criteria for compensatory education programs in the state of California, and the responses of the California State Superintendent to the First Term Report of the Advisory Council on Asian/Pacific Islander Affairs. Findings include the following: (1) Asian students appear to benefit from schoolwork despite a lack of qualified bilingual staff and instructional materials in the primary language; (2) Asian students' success can be attributed to parents' support and cultural emphasis on traits that lead to achievement; and (3) the attributes of the survey schools that qualified them as having outstanding programs may compensate for other deficiencies. Asian/Pacific Islander students at the 12 survey schools should improve their performance if the recommendations of the State Superintendent and his Advisory Council are followed. Six tables of statistical data and a list of 21 references are included. (FMW)

ED 297 072 UD 026 303

Ingersoll, Gary M.; And Others
Impact of Student Mobility on Student Achievement in an Urban Setting.
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Elementary School Students; Elementary Secondary Education; *Family Mobility; *High School Students; Relocation; *Student Mobility; Urban Problems; *Urban Schools
IDENTIFIERS- Denver Public Schools CO

Geographic mobility has a negative effect on a student's overall academic achievement. Data were drawn from Denver (Colorado) Public Schools (DPS), a multiethnic urban school system of over 60,000 students of whom 58,400 are enrolled in grades K through 12. Each year, students at all grade levels are administered the Iowa Tests of Basic Skills (ITBS) for the elementary grades and the Tests of Academic Progress (TAP) for high school grades. Composite ITBS or TAP scores served as the dependent variable for the analysis. Student mobility was defined by student enrollment patterns in the period from September 1985 through March 1987 when they were tested with the ITBS or TAP for the 1986-87 academic year. Three groups of continuing students and two groups of newly entered students were analyzed. Findings include the following: (1) the percentage of students classified as mobile decreases as grade level increases; (2) achievement levels of the more stable groups were consistently higher than those of students in the more mobile groups; and (3) attempts to control for student socioeconomic status did not alter the correlation between mobility and achievement. While economic and socio-cultural forces impel high mobility and instability among various groups, school administrators might discourage moves of a relatively small distance that place a child in a new assignment area. A list of references, five statistical tables, and two graphs are included. (FMW)

ED 296 968   SP 030 350

Noffke, Susan E.; Brennan, Marie
The Dimensions of Reflection: A Conceptual and Contextual Analysis.
PUB DATE- Apr 88
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Abstract Reasoning; Cognitive Processes; Comprehension; *Educational Philosophy; Epistemology; Higher Education; *Metacognition; Moral Values; Preservice Teacher Education; *Self Evaluation (Individuals); Student Teachers; *Teacher Attitudes; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Reflective Teaching

This paper attempts to fill some of the gaps in the literature (on reflective teaching), delving further into the meaning and functions of reflection. First, it considers the origins of the term and some aspects of its development. It then analyzes and critiques some of the current notions of reflection. Beginning the process of a more rigorous assessment of the rationale and assumptions of various approaches, the paper uses as its focus the pre-service education program at the University of Wisconsin-Madison, and critiques the usefulness of various conceptions in facilitating a better understanding and more enlightened and strategic action on the part of teachers and student teachers. Various contextual problems are then introduced, outlining the conflicting aims in the uses of 'reflection' in teaching, and theoretic issues are raised. The final section offers an alternative way of understanding the process of reflection, one which begins to address some of the problems of current interpretations. (JD)

ED 297 002   SP 030 600

How Do Teachers Communicate? ERIC Digest 2-88.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; *Evaluation Methods; *Research Utilization; *Standardized Tests; State Standards; *Teacher Evaluation
IDENTIFIERS- ERIC Digests

Literature on evaluating the communication skills of teachers is briefly reviewed in this paper. Topics under consideration include how different states evaluate communication, how communication should be evaluated, whether or not state assessments reflect current research on teacher assessment, and how useful is the attempt to assess communication skills. (JD)

ED 297 033 TM 012 013

Cunningham, Donald J.
Abduction and Affordance: A Semiotic View of Cognition.
PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; *Epistemology; Perception; *Semiotics
IDENTIFIERS- *Abduction (Cognitive); *Affordance (Cognitive)

The shortcomings of the dominant information processing models of cognition are outlined, and two alterative models derived from semiotics are presented. In addition, the possibility of incorporating J. J. Gibson's ecological theory of affordance within the semiotic models is explored as a means of addressing some criticism of the latter models. The semiotic models addressed are J. Deely's (1983, 1986) sensation-based Umwelt model and U. Eco's (1976, 1979, 1984) Model Q. The criticism that semiotic models lead to solipsism is dealt with through Gibson's rejection of perception as based solely on sensation. In his theory of visual perception, Gibson considers the environment to be the surfaces that separate substances from the medium in which animals live. But environments also "afford" things, such as shelter and locomotion. The processes of perceiving affordances and abduction, as described by Deely, allow semiotics to escape solipsism. Five figures are provided. (TJH)

ED 296 863 RC 016 692

Latham, Glenn; Barcas, Carolyn

Students at Risk: Follow-Up Study of the Educational Effects on Students Displaced by the Closure of Intermountain Inter-Tribal School.

PUB DATE- Feb 86
NOTE- 40p.; For related document, see RC 016 691.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; Access to Education; Alcoholism; *American Indian Education; Delinquency; Drug Addiction; *Federal Indian Relationship; *High Risk Students; Potential Dropouts; Remedial Programs; Secondary Education; Tribes
IDENTIFIERS- *Bureau of Indian Affairs Schools; *Intermountain School UT

This study assessed the educational status of 284 students displaced by the closure of the Intermountain Inter-Tribal School (IIS), a majority of whose students had been referred because they were difficult to serve. Educational status was gauged by the holding power of the schools to which the students were sent, dropout and expulsion rates, and academic status relative to promotion. Nearly half of the high risk group were not in school by May 1985, one year after the closing of the IIS; figures for medium- and low-risk groups were 23.9% and 16.7% respectively. Data indicate that 59% of the displaced students failed to make academic progress sufficient to justify grade promotion or graduation. A survey of agency personnel indicates a generally negative perception of the quality of services available at schools to which IIS students were sent. The study revealed no evidence that anything was done at any of the remaining schools to upgrade facilities and services to meet the special needs of the displaced students. The data from this survey fail to justify the rationale used for closing the IIS. Students were worse off because of the closure. Appendices include information about tribal membership, instruments used in the study, and the report of a preliminary follow-up study dated October 1984. (SKW)

ED 296 878 SE 049 404

Martin, Laura M. W.

Teaching Problem Structure from Video and Everyday Life.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
GRANT- TE-18319705
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Creative Thinking; *Critical Thinking; Educational Research; Elementary Education; *Elementary School Science; *Logical Thinking; *Problem Solving; Science Education; Student Interests; *Student Motivation; Videotape Recordings

When children are curious they are willing to investigate the less self-evident properties of matter. It is hoped as deeper explanations and relationships are explored, children learn analytic, critical, and creative skills for later application to phenomena encountered in life. A concern of elementary science teaching is motivating learning or discovery of scientific concepts. The instructional issue is getting school children to apply systematic thinking. The theoretical issue deals with what becomes defined as a problem realm for students as they interact with authoritative sources. This study was conducted on three classroom lessons on detecting problems that centered around a videotape stimulus. The object was to gain insight into ways teachers could organize the conjunction of everyday experience and the scientific and how that integration may have served to define what a problem is and what a solution is for the children. The investigation showed different types of systematicity being introduced that appeared to convey different definitions of what constituted a science problem. Children need to go beyond surface explanations of events to develop adequate understandings of concepts for use in problem solving. Related diagrams are included. (RT)

ED 296 908 SE 049 447

Unified Science: Solving Problems in Science, Technology, and Society.

New York State Education Dept., Albany. Bureau of Curriculum Development.

REPORT NO.- 87-7190

PUB DATE- 87

NOTE- 93p.

AVAILABLE FROM- Publications Distribution Unit, New York State Education Department, Room 171, Education Building Annex, Albany, NY 12234.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Course Content; *Course Descriptions; General Science; *Instructional Materials; Science Activities; *Science and Society; Science Curriculum; Science Education; Secondary Education; *Secondary School Science; State Curriculum Guides; *Unified Studies Curriculum

IDENTIFIERS- *New York

The unified science approach to instruction is one in which the concepts and processes of science are presented to emphasize the fundamental unity of scientific thought rather than the distinctions among the various scientific disciplines. The general thrust of this program is to provide students with motivating, meaningful units that will emphasize science as a quest for the solution of real societal problems through research and investigation. Chapters include "Developing a Unified Science Approach"; "Planning and Preparation"; "Evaluation of Student Performance" and six issues to examine including: (1) "Environmental Decisions"; (2) "Science and Crime"; (3) "Disasters"; (4) "Consumerism"; (5) "Food and Nutrition"; and (6) "Science, Technology and Auto Safety." Each issue contains backround; course outline, including key questions and performance objectives; and activities. Appendices include "Additional Issues"; "Activity References"; "General References"; "Sample Evaluation Items"; "Reading and Writing in Science"; "Goals of the Board of Regents for Elementary and Secondary Education in New York State"; "Excerpts from a National Science Teachers Association Position Statement"; "Guidelines for the Use of Vertebrate Animals (Humane Treatment)"; and "Students with Handicapping Conditions." (CW)

Finn, Chester E., Jr.
Mapping the Common Ground.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 16 May 88
NOTE- 20p.; Paper presented by the Assistant Secretary of Education at the Meeting of the American Forum on Education and International Competence (St. Louis, MO, May 16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Citizenship Education; *Comparative Analysis; *Competence; *Cross Cultural Studies; Cultural Awareness; Cultural Differences; *Educational Quality; Elementary Secondary Education; *Global Approach; *International Education; International Studies; Multicultural Education; Values Education

U.S. economic and national security are linked to the quality of teaching and learning within the educational system. There is a need to improve the nation's ability to develop students who possess the capacities for responsible citizenship, vocational competence, and intellectual and social growth in a diverse and complex world. U.S. citizens should be internationally competent, literate, and aware of other cultures, societies, and political systems. Competence levels must increase in foreign languages, history, geography, civics, literature, science, reading, and writing. Cross-national studies indicate U.S. students lag behind students from other countries in competency levels in these subjects. Global education is necessary and should focus on fundamental differences among societies and governments and should highlight values, beliefs, and principles that underlie those differences. International education should also enhance and strengthen students' commitments to the United States and its values and principles. (JHP)

ED 296 986 SP 030 419

Holmes, Edward; Barbour, Chandler

Transition to Teaching: A Descriptive Study of the Priorities of Teachers-in-Training.

PUB DATE- 26 Feb 88
NOTE- 23p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Miami Beach, FL, February 26, 1988). For related documents, see SP 030 423 and ED 278 655.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Developmental Stages; Elementary Education; Elementary School Teachers; Higher Education; Personal Narratives; Preservice Teacher Education; *Program Development; *Student Teacher Attitudes; *Teacher Education Programs

The investigators in this qualitative study at Towson State University, Maryland, continue to examine various materials gathered from the experience of four preservice elementary teachers. Student records and journal entries, and structured interviews of students, cooperating teachers and college supervisors revealed recurring patterns in the areas of: (1) view of work; (2) attitude; (3) personal relations; (4) practical skills; (5) investment; and (6) assessment. The data suggests implications for ways to better monitor the work of beginning teachers, either at the preservice or inservice level, and to develop better teacher education programs that meet the needs of those beginning teachers. It appears that greater attention needs to be given to concerns and priorities of beginning teachers. (Author)

ED 297 018 TM 011 986

Lutz, Frank W.; Wang, Lee-Yen
The Dissat-Factor: Recent Discoveries in the Dissatisfaction Theory.

PUB DATE- Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board Candidates; *Boards of Education; *Elections; Elementary Secondary Education; Factor Analysis; Models; *Predictor Variables; *Public Schools; Regression (Statistics); *School Districts
IDENTIFIERS- *Dissatisfaction Theory; *Incumbent Defeat; Texas; Variance (Statistical)

Data on 70 independent school districts within the East Texas School Study Council were studied to develop a model, based on dissatisfaction theory, that would predict a target election of a school board member. It was hypothesized that: (1) standard variables from the dissatisfaction theory would account for a significant amount of the variance in incumbent defeat (ICD) in the election; (2) those variables identified in the regression equation accounting for the variance in ICD would be unstable across time; (3) the statistical model would predict the results of a future election better than chance would indicate; and (4) the principal predictor in such a formula would be a factor emerging from dissatisfaction theory (the Dissat-factor). Data were analyzed using a stepwise multiple regression procedure. Results indicate that: standard variables cannot be used to predict future elections (even though they continue to account for significant amounts of the variance in ICD in previous elections); the factor emerging from dissatisfaction theory (the Dissat-factor) is a stable variable that can predict ICD in future elections; and other variables dealing with the school board pattern can be useful in predicting ICD. Twelve tables are included. (TJH)

ED 297 059 UD 026 289

Erbe, Brigitte Mach; van Dam, Thomas
Achievement and Attitudes of Students from Desegregated Elementary Schools at the Time of High School Graduation. Final Report.
South Holland School District 151, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 24 Nov 82
NOTE- 72p.
GRANT- NIE-G-81-0072
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Achievement; *Academic Aspiration; Blacks; *Desegregation Effects; Elementary Education; Grade 8; High School Graduates; High Schools; High School Students; *Racial Attitudes; *Racial Differences; School Desegregation; *Student Attitudes; Suburban Schools; Whites
IDENTIFIERS- *Chicago Public Schools IL

Examination of the first two graduating classes of students who had attended suburban Chicago's School District 151 (which was the first Northern school district to be desegregated by court order after desegregation was ordered in 1968) revealed that black students, whether from desegregated or from all-black elementary schools, enter high school with considerable disadvantage, which continues to the time of graduation. But, in spite of pervasive differences in achievement and attitudes, the variables of race and school district explain, at best, only one-fourth of the variation in achievement and attitudes. Individual differences within groups are much greater than differences between groups. As eighth graders, School District 151 black students scored more than one grade level above black students from other comparable school districts in both reading and mathematics; however, in high school, no differences either in academic achievement in high school nor in educational aspirations appeared between these students. White students from School District 151 were at a very slight disadvantage compared to white students from other districts. Black students did not exhibit less of a feeling of control over their environment than white students. Black students scored slightly higher in self-esteem, and were more likely to aspire to a college education than white students. School District 151 students did not have more favorable interracial attitudes than other students, but they were more likely to favor school desegregation. Data are presented on 12 tables. Appendices provide a map and the survey instruments. (BJV)

ED 296 923 SO 019 142

Suggested Learner Outcomes: Social Studies, Grades 9-12.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- Jul 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Objectives; Economics; Geography; *High Schools; *Outcomes of Education; Psychology; *Social Studies; Sociology; State Curriculum Guides; State History; *Student Educational Objectives; United States Government (Course); United States History; World History
IDENTIFIERS- *Oklahoma

The purpose of these learner outcomes is to clarify educational goals for grades 9 through 12 students in Oklahoma. This state curriculum guide defines the student learning objectives for 10 high school courses that include: Oklahoma History, United States History, World History, American Government, Problems of Democracy, Economics, Psychology, Sociology, and World Geography. Each subject includes a program description, related learning objectives, and descriptive statements that emphasize the objectives. (DJC)

ED 296 939 SO 019 262

Salzman, Stephanie A.
Father Absence, Socioeconomic Status, and Race: Relations to Children's Cognitive Performance.
PUB DATE- 9 Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Ability; Cognitive Development; Divorce; Economic Factors; *Family Characteristics; *Family Problems; Literature Reviews; Meta Analysis; *One Parent Family; *Race; Social Science Research; *Socioeconomic Influences; Statistical Analysis

In order to determine what is known about the relationships between father absence, socioeconomic status, race, and children's cognitive performance, a systematic analysis of related literature was undertaken. This study used the quantitative integrative review methodology of meta-analysis, involving transforming the findings of each study to a common metric, coding the socioeconomic status and race characteristics of the study subjects, and using conventional statistics to determine whether there were subsample effects and relationships among socioeconomic status, race, and the study findings. Decrements in intelligence, aptitude, and achievement test scores were found to be associated with father-absent children. Father-absence effects were found to be equally deleterious for low and middle socioeconomic status children. The results of the meta-analysis appear to indicate that father-absence effects are independent of socioeconomic status or race. It is difficult to establish any interaction between race and the magnitude of father-absence effects because of the lack of comparability of socioeconomic status across different racial samples. Although methodological problems encountered in the father-absence research clouds the interpretation of the findings, it appears that the variables investigated were not powerful ones that offered increased understanding of the differences among children from father-absent families. A list of 93 references is appended. (SM)

ED 297 003 SP 030 601

Critical Thinking Skills and Teacher Education. ERIC Digest 3-88.
ERIC Clearinghouse on Teacher Education, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Abstract Reasoning; *Cognitive Development; *Critical Thinking; *Enrichment Activities; Higher Education; *Preservice Teacher Education; Problem Solving; *Teacher Education Programs
IDENTIFIERS- ERIC Digests; *Thinking Skills

In this brief review of current literature on developing critical thinking skills in prospective teachers, the focus is on how critical thinking can be taught and how emphasis on critical thinking will affect teacher education. Some programs are cited that promote critical thinking and references are included. (JD)

ED 296 893 SE 049 432

DeVaux, Lois L.

Teaching Mathematics: Mastery Learning versus Traditional Instruction.

PUB DATE- Jul 88
NOTE- 51p.; Exist Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Behavioral Objectives; Concept Formation; Educational Research; Elementary Education; *Elementary School Mathematics; Learning Readiness; *Mastery Learning; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Performance; *Skill Development
IDENTIFIERS- Mathematics Education Research

This study is an annotated bibliography of literature dealing with the effects of teaching mathematics by mastery learning. It is subdivided into four areas: History and Development of Mastery Learning; Mastery Learning, an Alternative to Traditional Instruction; Implementation of Mastery Learning; and Studies of Mastery Learning in Mathematics. In addition to conclusions the document includes five recommendations: (1) raise teacher expectations by exposing educators, through extensive in-service, conferences or workshops to the philosophies of Carroll (1963) and Bloom (1976)--namely that all students can learn and most can achieve mastery; (2) as a result of increased awareness and education, school districts or corporations should work to design programs, set educational standards and develop a model of operational details; (3) districts or corporations should provide release time or in-service for departmental program implementation--writing learning objectives and parallel corrective and enrichment activities as well as designing formative and summative tests; (4) outcome based national networks should develop and operate computer resource banks for sharing corrective and enrichment activities, tied to specific learning objectives; (5) publishers should produce curriculum materials suitable to mastery learning, with formative and summative tests as well as corrective and enrichment activities linked to specific learning objectives. (PK)

ED 296 969   SP 030 351

Brennan, Marie; Noffke, Susan E.
Reflection in Student Teaching: The Place of Data in Action Research.
PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Data Collection; *Data Interpretation; *Group Dynamics; Higher Education; Interpersonal Communication; Interpretive Skills; Preservice Teacher Education; *Student Teaching; Teacher Student Relationship

This paper explores the use of data for evidence in the task of building dialogue in an action research project developed for student teachers in the University of Wisconsin "Action Research on Action Research" project. Three particular uses are found. First, data in the form of information is gathered on a topic under discussion or investigation, namely, the Action Research Project. Each student as well as the supervisor has data on her/his own focus which can be shared with the group. Dealing with this data becomes the focus of a second phase of data gathering: data about how the group processes are working in meeting goals, whether jointly set as co-researchers or in relation to individually specific situations. Finally, there is the data about what is being learned about action research, which is the focus of the supervisors in their joint project. The point of collecting the data is to further the communicative action of members of the group and to promote greater articulation and understanding of the specific interests and tasks of student teaching. Brief case histories of students, focusing on classroom management and discipline as their projects, are used to demonstrate how the discussion of data assisted group members to build and articulate their own theories. (JD)

ED 297 047 UD 026 265

Barrozo, Aurora C.
Instruction: Are Compensatory Education Students Shortchanged?
California State Dept. of Education, Sacramento.
PUB DATE- 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-24, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Compensatory Education; Educationally Disadvantaged; Educational Policy; Elementary Secondary Education; *Instructional Improvement; Minority Group Children; *Politics of Education; Poverty; *Research Needs; Rural Areas; Suburbs; Urban Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

The instructional needs of compensatory education students are not being properly met. The ways in which compensatory education students are being instructionally shortchanged include the following: (1) compensatory education students may not be getting their fair share of district services; (2) compensatory education services are perhaps being used to supplant and not to supplement district services; and (3) certain instructional policies, attitudes, and practices may be hindering compensatory education students from benefitting through instruction. More research is needed to determine the following: (1) why some generally high achieving compensatory education schools have low achieving compensatory education programs; (2) why some generally high achieving compensatory education schools have high achieving compensatory education programs; (3) what are the instructional and other kinds of differentials between (1) and (2) above; (4) why some poorly achieving compensatory education schools have high achieving compensatory education programs; (5) why some nonachieving compensatory education schools have nonachieving compensatory education programs; and (6) what are the instructional and other kinds of differentials between (4) and (5) above. Sites in which research should be conducted are the following: (1) urban, suburban, and rural schools; (2) schools with different concentrations of Black, Hispanic, White and Asian students; and (3) schools with differing levels of poverty. A list of 38 references is included. (FMW)

ED 297 073 UD 026 304

Casanova, Ursula
Conflicting Views of "At-Risk" Students.
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Elementary School Students; *High Risk Students; *Labeling (of Persons); Low Income Groups; Minority Group Children; Minority Groups; Parent Attitudes; Parent Influence; *Parent School Relationship; Parent Student Relationship; Teacher Attitudes; *Teacher Influence

The involvement of parents, even those from low income settings and with minimal schooling, is a key factor in a child's academic achievement. A teacher's decision to classify a student perceived to have classroom difficulties as "at-risk" initiates a formal process of referral, testing, labeling, and placement resulting in different educational opportunities for that student. The teacher's perceptions of this student may differ from those of the student's parents. The cases of 12 students in the second or third grade who had been identified as "at risk" by their teachers were chosen for examination. The children ranged in age from 7 to 9.5 years old. Half of the children were Hispanic, from homes where Spanish was the dominant language. Interviews were conducted with parents, teachers, and students, and school records were examined. Findings include the following: (1) discrepancies existed between parents' and school personnel's perceptions of the child; (2) information was often not solicited from parents by school personnel; (3) school personnel's perceptions were more important than parents' perceptions in making decisions about the child's school career; (4) information was sometimes withheld from parents by school personnel; (5) parents seemed to accept the judgments of school personnel and set aside their own doubts; (6) class size may prevent the development of strong home-school relationships based on collaboration. A detailed case study of a typical student (a 10-year-old Hispanic boy named Gilberto) and a brief list of references are included. (FMW)

ED 296 909 SE 049 448

Elementary Science Supplement to the Syllabus. Level II (Ages 7 through 9).
New York State Education Dept., Albany. Bureau of Curriculum Development.
REPORT NO.- 87-7275
PUB DATE- May 88
NOTE- 118p.; For Syllabus Level I (ages 4-7) 1986 see ED 275 553. Some drawings may not reproduce well.
AVAILABLE FROM- Publications Distribution Unit, New York State Education Department, Room 171, Education Building Annex, Albany, NY 12234.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Course Organization; Ecology; Electricity; Elementary Education; *Elementary School Science; *Enrichment Activities; Experiential Learning; *General Science; Instructional Improvement; Physical Sciences; *Science Activities; Science Education; *Science Instruction; State Curriculum Guides
IDENTIFIERS- *New York

Developed to complement existing elementary science programs, the materials in this second volume of New York's Elementary Science Supplement emphasize an experiential, hands-on approach for children aged 7-9. Major sections include guidelines for program activities, (the format of this publication); correlating syllabus and program, (including a chart which correlates skills, processes and attitudes with the units of the program); and program activities, (indicating syllabus emphasis, problem overview, suggested approach, materials, discussion notes, and supplementary information for four units, four mini-units, and 16 unit-starters). Appendices include "Students with Handicapping Conditions" and a blank "Syllabus-Program Correlation Chart for Level II." Topics covered in this guide include buoyancy, electricity, life cycles, energy, and ecology. (CW)

ED 296 924   SO 019 144

The Framework of Your Wisconsin Government. Twelfth Edition.
Wisconsin Taxpayers Alliance, Madison.
PUB DATE- 87
NOTE- 79p.
AVAILABLE FROM- Wisconsin Taxpayers Alliance, 335 West Wilson Street, Madison, WI 53703 ($0.80).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; City Government; *Government (Administrative Body); *Governmental Structure; Government Role; *Law Related Education; Learning Activities; *Local Government; School Districts; Secondary Education; Social Studies; *State Government
IDENTIFIERS- *Wisconsin

Designed for use in secondary school government classes, this booklet describes Wisconsin's state and local governmental system. Chapter 1 identifies Wisconsin's governmental units as: (1) the nation; (2) state; (3) county; (4) municipal; (5) vocational, technical, adult education districts; and (6) school districts. Chapter 2 defines the term town and describes town politics, powers, meetings, and finances. Cities and villages are considered in chapter 3 in terms of growth, change, differences, home rule finances, budgets, and property taxes. Chapter 4 describes Wisconsin's school districts, while chapter 5 addresses county roles, officials, activities, and financing. Chapter 6 teaches about the state's constitution, government branches, lawmaking, services, and financing of government; and chapter 7 discusses influencing government through: (1) special interest groups, (2) the news media, (3) use of the bureaucracy, (4) individual efforts, and (5) political action. Maps, pictures, charts, and graphs are included, and each chapter provides discussion questions and project suggestions. Keywords are highlighted. (JHP)

ED 296 987 SP 030 423

Holmes, Edward W.; Barbour, Chandler

Assessing the Induction of Preservice Teachers.

PUB DATE- 16 Oct 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Elementary Education; Elementary School Teachers; Higher Education; Interpersonal Relationship; Needs Assessment; *Personal Narratives; Preservice Teacher Education; *Program Effectiveness; *Student Teacher Attitudes; *Teacher Education Programs; *Teaching Styles

The investigators in this continuing study at Towson State University, Maryland, followed up the experiences of preservice elementary teachers, as revealed by their journals and interviews, with an interview schedule for their college supervisors. Recurring patterns in the areas of: (1) view of work; (2) attitude; (3) personal relations; (4) practical skills; (5) investment; and (6) assessment were gleaned from a content analysis of the journals reviewed and the interviews conducted. Implications drawn from the data suggest ways to better monitor the work of beginning teachers, either at the preservice or inservice level, and ways to develop better teacher education programs that meet the needs of those beginning teachers. (Author)

ED 297 019 TM 011 987

Kieren, Dianne K.
Measuring Family Problem Solving: The Family Problem Solving Diary.
PUB DATE- 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Learned Societies (Montreal, Quebec, Canada, 1985). For related documents, see TM 011 988-989.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Conflict Resolution; Diabetes; *Diaries; Evaluation Methods; Family Attitudes; Family Life; *Family Problems; *Home Management; *Measurement Techniques; *Problem Solving; Research Methodology

The development and use of the family problem-solving diary are described. The diary is one of several indicators and measures of family problem-solving behavior. It provides a record of each person's perception of day-to-day family problems (what the problem concerns, what happened, who got involved, what those involved did, how the problem situation ended, and whether and why those involved were either happy or unhappy with the solution). The diary coding procedure allows each entry to be assessed in terms of the nature of the problem and the problem-solving process. The diary is a qualitative technique developed during a pilot study of family problem-solving behavior in two healthy families. It is currently being used in a study of family problem solving in a family with a diabetic adolescent and a family with a non-diabetic adolescent. The diary provides a reality base for families; a key factor in its success is motivating families to write in the diary on a regular basis via follow-up interviews. (TJH)

ED 297 034 UD 025 249

Moon, Marilyn

Measuring Changes in Economic Well-Being. Changing Domestic Priorities Discussion Paper.

Urban Inst., Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Jul 85
NOTE- 48p.
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economically Disadvantaged; *Economic Change; Economic Factors; Economic Research; Economic Status; Family Financial Resources; Federal Government; Federal Programs; Government Role; *Income; Longitudinal Studies; Low Income Groups; Poverty; *Public Policy; *Socioeconomic Status; *Well Being
IDENTIFIERS- *Income Distribution; Income Taxes; Noncash Benefits; Reagan Administration; Transfer Payments; Wealth

This paper examines the distribution of economic well-being from 1980 to 1984, and compares economic changes during that period with those of other periods. The following indicators of economic change are used: (1) money income consistent with a Census definition; (2) money income net of direct taxes--i.e., disposable income; and (3) disposable income plus government in-kind transfers. It was found that the period 1980 to 1984 differs from earlier periods by displaying an accelerated trend to greater inequality. Gains achieved by those at the top of the income distribution are more attributable to a redistribution of resources than to economic growth. These results are borne out regardless of the measure of economic status or the unit of observation chosen. Benefits went disproportionately to those at the top of the distribution of resources, and burdens fell disproportionately on those with lower incomes. A breakdown of the 1980 to 1984 period into periods before and after 1982 suggests that the recession has been more disequalizing than the recovery. But the recovery did not reverse the trend, only mitigated it. Data are presented on eight tables. Appendices present the results of a microsimulation model and analyze inflators. (BJV)

ED 296 864 SE 047 840

Modell, Harold, Ed.
Computers in Life Science Education. Volumes 1 through 4, 1984-1987.
National Resource for Computers in Life Science Education, Seattle, WA.
PUB DATE- 87
NOTE- 340p.
AVAILABLE FROM- National Resource for Computers in Life Science Education, Mail Stop RC-70, University of Washington, Seattle, WA 98195 (Subscription $30.00 U.S., Canada; $50.00 Mexico, Europe).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Biological Sciences; *College Science; Computer Assisted Instruction; *Computer Uses in Education; Courseware; Higher Education; Instructional Improvement; Microcomputers; *Newsletters; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Teaching Methods

Designed to serve as a means of communication among life science educators who anticipate or are currently using microcomputers as an educational tool, these four volumes of newsletters provide background information and practical suggestions on computer use in over 80 articles. Topic areas include: (1) teaching physiology and other life sciences by microcomputer; (2) enhancing lectures with a microcomputer; (3) simulation of biological systems; (4) projecting microcomputer images; (5) optical videodiscs; (6) computers in the student laboratory; (7) tutorials in anatomy and physiology community college classes; (8) computer-based exam construction in microbiology and immunology; (9) interactive video; (10) programing languages; (11) input/output design; and (12) computer-assisted instruction for health care professionals. Also provided are guidelines for the preparation and submission of articles to the newsletter, subscription information, indexes for each volume, and lists meetings and synopses. "Where's the Software?" and "Keeping Abreast of the Literature" are periodic feature articles. (ML)

ED 296 879 SE 049 405

Chi, Michelene T. H.; Bassok, Miriam

Learning from Examples via Self-Explanations. Technical Report No. 11.

Pittsburgh Univ., Pa. Learning Research and Development Center.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- 13 Jul 88
NOTE- 56p.; Drawings may not reproduce well.
CONTRACT- N00014-84-K-0542
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; *Concept Formation; Educational Research; *Learning Strategies; Logical Thinking; *Mechanics (Physics); *Problem Solving; Schemata (Cognition); Science Education; Secondary Education; Secondary School Science

One approach to the study of problem solving is to observe how people with different skills (novices and experts) solve problems by collecting and analyzing protocols and formulating models to obtain solution processes. Individual differences are subsequently explained by the differences in the knowledge possessed, as embodied by the sets of production rules or programs. The intention of the models was to derive the knowledge of the skilled solver from the knowledge of the unskilled solver. Inferences about the transition have not been straightforward. An alternative approach is to determine what students acquire from studying, to represent the knowledge underlying the generation of the solution procedures for the skilled and less skilled students. This paper summarizes a study of: (1) how students learn to solve simple mechanics problems; (2) what is learned when they study worked-out examples in the text; and (3) how they use what has been learned from the examples while solving problems. It was found that successful students learned the material in a different way than less successful. The good students' quality of explanations was better in that example statements were related to principles and concepts introduced in the text. (Author/RT)

ED 296 952 SP 030 082

"Good Ideas" from National School Recognition Program. Programs for the Improvement of Practice.

Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Curriculum Development; Educational Environment; *Educational Objectives; Educational Resources; Elementary Secondary Education; *Learning Strategies; Program Evaluation; School Community Relationship; *School Effectiveness; Self Concept; *Teaching Methods

The National School Recognition Program was established in 1982 to identify and call attention to a group of public secondary schools that are unusually effective in educating their students with available resources. This document presents 146 effective practices adopted by schools in various areas, including: (1) clear educational goals; (2) strong administrative leadership; (3) high expectations for students; (4) frequent monitoring of student progress; (5) concentration on academic learning time; (6) well-articulated curriculum; (7) instructional strategies that effectively address individual differences; (8) development of good character and values; (9) positive school climate; (10) rewards and incentives for students and teachers; (11) parent and community support and involvement; and (12) ongoing program evaluation for instructional improvement. (JD)

ED 297 004 TM 011 706

Eligibility of California's 1986 High School Graduates for Admission to Its Public Universities. A Report of the 1986 High School Eligibility Study.

California State Postsecondary Education Commission, Sacramento.

REPORT NO.- 88-10
PUB DATE- Mar 88
NOTE- 55p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 12th St., 3rd Floor, Sacramento, CA 95814 (free paper copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Records; *Admission Criteria; *College Admission; College Applicants; College Bound Students; College Entrance Examinations; *Eligibility; Higher Education; *High School Graduates; High Schools; *Scores; *State Universities
IDENTIFIERS- *California

This report presents findings of the California State Postsecondary Education Commission's study of the eligibility of California's public high school graduates for freshman admission to the University of California and the California State University in the fall of 1986. The Commission systematically selected transcripts from 15,973 students from 1,180 state high schools responding to a program undertaken to elicit transcripts from every public regular and continuation high school, public adult school, and California Community College offering a high school diploma program. Regular admission evaluators submitted the transcripts to the same admission analysis that they would have undertaken for first-time freshmen applying for fall 1986 admission. The reviews covered course work completed, scholastic achievement, and entrance examination scores; the latter included scores on the Scholastic Aptitude Test and the American College Test. Characteristics of eligible and ineligible graduates and the context of eligibility are discussed. Results indicate that 14.1% of these graduates were eligible at the University of California and that 27.5% were eligible at the State University. The respective proportions represent 1.6% more and 5.8% less than the master guidelines of the institutions. (TJH)

ED 297 060 UD 026 290

Bullock, Charles S., III

The Impact of Southern School Desegregation: Interracial Contact and Student Prejudice.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 8 Nov 75
NOTE- 58p.; Paper presented at the Annual Meeting of the Southern Political Science Association (Nashville, TN, November 6-8, 1975).
GRANT- NIE-G-00-3-0182

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Black Students; Desegregation Effects; High Schools; *High School Students; *Racial Attitudes; Racial Differences; Racial Integration; *Racial Relations; Religious Differences; Rural Urban Differences; *School Desegregation; Sex Differences; Social Integration; Student Attitudes; *White Students
IDENTIFIERS- *Georgia

This paper examines the racial attitudes of 5,770 black and white Georgia high school students, comparing the attitudes of students in desegregated and segregated schools. It was found that generally positive racial attitudes exist among all groups of students. On all but one question used in the racial attitudes scale at least 60 percent of the students gave tolerant responses; on seven of eight questions, fewer than 14 percent gave responses indicating prejudice. In light of the Georgia tradition of white supremacy it was surprising to find segregated whites much more tolerant than desegregated ones; these apparently stem from a general improvement in racial attitudes that may be occurring throughout the South. Findings of this report support the following general conclusions: (1) white females are more tolerant than white males; (2) whites with white collar fathers are more tolerant; (3) whites with good grades are more tolerant; (4) for both blacks and whites, students in desegregated urban schools are more tolerant than students attending rural schools; and (5) blacks are generally more tolerant than whites. In desegregated schools, younger students are significantly less tolerant than older ones. White intolerance did not increase in schools with higher proportions of blacks. Interracial contact and cross-racial friendships were found to be the strongest correlates of racial tolerance. Data are presented on 11 tables. A six-page list of references is included. (BJV)

ED 296 894 SE 049 433

Gowdy, Vickie L.
Females and Mathematics: Factors Influencing Their Participation and Achievement.
PUB DATE- 88
NOTE- 58p.; Master's Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Mathematics; Educational Research; Elementary School Mathematics; Elementary Secondary Education; *Females; *Mathematics Achievement; *Mathematics Anxiety; Mathematics Education; Mathematics Instruction; Secondary School Mathematics; *Sex Differences; Sex Role; *Sex Stereotypes; Student Motivation; Student Participation
IDENTIFIERS- Mathematics Education Research

It is a concern of many educators and researchers that females are underrepresented in the field of mathematics and careers that require mathematics. This study begins with a review of the literature that examines the sex-related differences in mathematics. Three major categories involving the relationship between females and mathematics are then examined and discussed. These categories are the factors influencing participation of females in mathematics, the factors influencing achievement of females in mathematics, and intervention programs to increase achievement and participation of females in mathematics. An annotated bibliography of the literature in each category is provided and summarized. Conclusions and recommendations are given for increasing participation and achievement of females in mathematics based on the factors identified in the summary. (PK)

ED 296 940 SO 019 264

Pierce, Walter; And Others
Effects of a Secondary Curriculum for Moral Development and Critical Thinking.

PUB DATE- 7 Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; Cognitive Processes; *Critical Thinking; Curriculum Development; *Ethical Instruction; *Evaluative Thinking; *Moral Development; *Moral Values; Secondary Education; *Secondary School Curriculum; Social Science Research; Social Studies; Student Attitudes; Student Behavior
IDENTIFIERS- Illinois

One thread that runs through the definition of what students are to become as a result of their participation in the U.S. school enterprise is the ability to think analytically and behave ethically. This paper describes an effort at curriculum design in which attempts were made to increase critical thinking skills and moral development in secondary students. Tiskilwa High School (Illinois) received funds to establish an experimental program in responsibility education. The curriculum of this experimental program was composed of five separate but integrated parts. Part A was a debate about intellectual issues of both high and low pertinence. Part B concerned practice in critical thinking skills through exercises drawn from a variety of sources. In Part C, students were encouraged to use the critical thinking skill categories to identify instances in which critical thinking skills were absent. Part D contained value issues of both high and low pertinence. The final part of the program, part E, consisted of a student-directed independent learning project. Student volunteers from the upper one-half of their respective classes were selected for the study. A nearby rural high school of similar size and socioeconomic composition was selected as a quasi-control group. Students from the Tiskilwa (Illinois) group made a significant gain in both moral reasoning and critical thinking skills. (SM)

ED 296 988 SP 030 424

Barro, Steven M.; Suter, Larry

International Comparisons of Teachers' Salaries: An Exploratory Study. Survey Report.

SMB Economic Research, Inc., Washington, DC.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-415
PUB DATE- Jul 88
NOTE- 75p.; Corresponding Data File identified as: "Data Series INT-85".
CONTRACT- 300-88-0265
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Comparative Analysis; *Data Collection; Elementary Secondary Education; *Foreign Countries; Teacher Background; *Teacher Salaries; Teaching Experience

This paper, the final product of a study, "International Comparison of Teachers' Salaries," on an exploratory effort to compare salaries of elementary and secondary school teachers in the United States with those in other economically advanced countries. Data was obtained from Canada, Denmark, Federal Republic of Germany, France, Italy, Japan, Netherlands. New Zealand, South Korea, Sweden, and the United Kingdom. The report presents the following comparisons: (1) comparisons of average salaries, in which foreign salaries are converted to equivalent U.S. dollars using purchasing-power-parity exchange rates; (2) comparisons of relative pay, as represented by ratios of average salary to per capita gross domestic product and to the general wage level in nonagricultural employment; (3) comparisons of salaries at specified standard levels of seniority; and (4) comparisons of the length, steepness, and other attributes of salary-seniority scales. The report also recounts in some detail the procedures followed and problems encountered in seeking data from each country and attempts to derive some general lessons applicable to similar data collection efforts in the future. (JD)

ED 297 074 UD 026 305

Lynch, James

Pedagogical Strategies To Reduce Prejudice: Towards Middle Range Theories.

PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; Cultural Interrelationships; *Cultural Pluralism; *Curriculum Development; *Educational Environment; Elementary Secondary Education; Ethnic Groups; Foreign Countries; *Holistic Approach; Integrated Activities; Minority Groups; Minority Group Teachers; *Multicultural Education; Racial Attitudes; *Racial Bias; Stereotypes; Student Attitudes; Teacher Attitudes

Educational policies to combat racist attitudes can succeed if comprehensive strategies are developed compatible with the context and the skills of the teachers involved. These strategies should be part of broader social policies and interests. Strategies should be holistic, comprehensive in scope and sequence, and involve the total school environment. Maximum use should be made of the resources and skills of the local community. Teaching strategies for prejudice reduction should include cognitive objectives to correct misinformation, as well as affective and behavioral objectives. Positive values are likely to transfer from one issue to another, but systematic reinforcement is necessary if gains are to be persistent. The purposes, values, and attributes of multiculturalism should permeate the school's functioning, including the following: (1) a democratic classroom and school ethos; (2) ethnic pluralism reflected in staff composition; (3) positive multi-ethnic interactions with significant others; (4) instruction that accounts for culturally different learning styles; and (5) mutual and multiple acculturation of student and teacher. Teaching and learning activities should include development of decision making and social action. Particular attention must be given to assessment and evaluation. A list of references is included. (FMW)

ED 296 910 SE 049 449

Haggerty, James J.
Spinoff 1982.
National Aeronautics and Space Administration, Washington, D.C.

PUB DATE- Apr 82
NOTE- 135p.; Colored pages and photographs may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Industry; Problem Solving; *Science and Society; Science Education; *Scientific and Technical Information; *Scientific Research; Space Sciences; *Technological Advancement; *Technology Transfer
IDENTIFIERS- *National Aeronautics and Space Administration

Contemporary technology has many applications that differ from their original usage. Programs sponsored by the National Aeronautics and Space Administration (NASA) need advanced technology and the technologies they generate are exceptionally diverse. The large storehouse of technology built over almost a quarter-century of space research and more than half a century of aeronautical research constitutes a national resource of knowledge for new uses. This publication is intended to heighten public awareness of the technology available for use and its potential for economic and social benefit to the United States. Section 1 outlines NASA's mainline effort and the major problems that generate these new technologies, as well as projected space operations for the 1980s. Section 2 contains a representative selection of products and processes that have emerged from secondary application of NASA technology. Section 3 describes the various mechanisms NASA employs to encourage technology use and lists contact sources for further information about the Technology Utilization Program. Technologies discussed in this volume relate to: (1) Transportation; (2) Consumer and Recreational Products; (3) Computer Technology; (4) Health and Medicine; (5) Industrial Productivity; (6) Environment and Public Safety; (7) Commercial Remote Sensing; and (8) Technology Demonstrations. (CW)

ED 296 925 SO 019 145

Pratt, Robert; O'Bannon, Joan
Elementary Economics: A Guide to Concepts, Activities, and Resources. Grades 1 to 3.
Oregon Council on Economic Education, Portland.
SPONS. AGENCY- Lorene Sails Higgins Charitable Trust, Portland, OR.
PUB DATE- 87
NOTE- 135p.; For related document, see SO 019 146. Portions of the document are printed on colored paper.
AVAILABLE FROM- Oregon Council on Economic Education, Portland State University, P.O. Box 751, Portland, OR 97207 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Curriculum Guides; *Economics; *Economics Education; *Elementary School Curriculum; Grade 1; Grade 2; Grade 3; Instructional Materials; Learning Activities; *Primary Education; Resource Materials; Resource Units; *Social Studies; Units of Study

This curriculum guide was developed to help elementary education teachers incorporate economics lessons into the social studies curriculum. First, second, and third grade students study the concepts of: (1) economic institutions; (2) scarcity; (3) choice and decision-making; (4) specialization and exchange; and (5) economic systems. A curriculum guide is presented for each grade level, and individual study units are provided that include: (1) a generalization statement; (2) objectives; (3) strategies; (4) experience; (5) analysis; (6) other learning activities; and (7) an evaluation section. Some units contain an appendix of student related materials, and resource lists are included for each grade level. (JHP)

ED 296 953 SP 030 134

The Developing Teacher. A Report on New York's Statewide Review of Master's Degree Programs in Elementary Education, 1985-1987.

New York State Education Dept., Albany.
PUB DATE- 87
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Higher Education; *Independent Study; Masters Degrees; *Masters Programs; *Professional Continuing Education; State Surveys; *Teacher Certification; *Teacher Education Curriculum
IDENTIFIERS- *New York

Findings are presented from a statewide review of 120 master's degree programs in elementary education. The review was conducted from 1985 through 1987 by the New York State Education Department in collaboration with the public and independent colleges and universities offering the programs. These programs are typically pursued on a part-time basis by fully employed teachers seeking permanent certification. The first section of the report highlights some of the challenges facing those seeking to improve master's-level study for elementary school teachers. Following this section, there is a statement of recommended guidelines for evaluating master's degree programs in elementary education in the light of the "Regulations of the Commissioner of Education." The guidelines are followed by a summary of the findings from the review and recommendations from the Advisory Council. Appended are: (1) a list of site visitors for the statewide review of master's degree programs in elementary education; (2) self-study materials; (3) selected regulations of the Commissioner of Education; and (4) selected sources of information on continuing education for teachers. (JD)

ED 296 970 SP 030 357

Seyfarth, John T.
Effects of Change in Teacher-Pupil Ratios and Teachers' Salaries on Achievement and Dropouts.
PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; Class Size; *Dropout Rate; Elementary Secondary Education; Policy Formation; Regression (Statistics); *Teacher Salaries; *Teacher Student Ratio; Teaching Conditions
IDENTIFIERS- Virginia

This study examined three questions: (1) Are district-wide reductions in teacher-pupil ratios related to gains in reading and mathematics achievement for students in grades 4, 8, and 11? (2) Are district-wide reductions in teacher-pupil ratios related to decreases in the percentage of students who leave school between grades 8 and 12 without graduating? and (3) Is there evidence that policy decisions on teachers' salaries are influenced by other policies such as changes in teacher-pupil ratios or by changing conditions, such as enrollment increases or decreases? Data were obtained from 135 Virginia districts for the years 1978-79 and 1985-86, and comparisons were made of changes in teacher-pupil ratios, achievement test scores, teahcer's salaries, and dropout rates. No evidence was found linking reductions in teacher-pupil ratio to student achievement. Beginning teachers' salary was modestly related to achievement in mathematics in the fourth and eight grade levels. Changes in teacher-pupil ratios and beginning teachers' salary were both related to lower dropout rates, but lowering ratios were not commonly assumed to produce that outcome by policymakers. Decisions on reducing teacher-pupil ratios were not made independently of decisions on salary levels, but a relationship was found between changes in total district enrollment and teachers' salaries. (JD)

ED 297 020 TM 011 988

Hurlbut, Nancy L.; Kieren, Dianne K.
Comparing Two Methods of Analyzing Problem Solving Interactions.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Nov 87
NOTE- 39p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Atlanta, GA, November 1987). For related documents, see TM 011 987 and TM 011 989.
GRANT- 410-84-0256
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Comparative Analysis; *Conflict Resolution; *Evaluation Methods; *Family Problems; Home Management; *Problem Solving; Research Methodology; Videotape Recordings

A marker method (MM) and a rating method (RM) for testing a phasing hypothesis of family problem-solving interactions (PSIs) are compared. Focus was on studying the procedure employed in each method to test a phasing hypothesis of problem solving and how the methods compare against a set of criteria. In the RM, each family problem-solving episode was rated on the degree to which the behavior fit the criteria for orderly problem solving. The MM consisted of four stages: (1) introduction; (2) generation and assessment of alternatives; (3) resolution; and (4) decision. Data from a previous study of nine healthy, well functioning families (each including an adolescent) were analyzed using each method. PSIs were measured through laboratory videotaped family interactions involving two types of problem-solving tasks. The taped interactions were coded using a 26-category taxonomy developed to assess conflict resolution. Results indicate that both methods offer efficient procedures for testing the phasing hypothesis of family problem-solving behavior. The RM scored higher on more of the criteria than did the MM. Eight tables and three figures are included. (TJH)

ED 297 035 UD 025 278

Dropping Out of School in New York State: The Invisible People of Color. A Report of the Task Force on the New York State Dropout Problem.

State Univ. of New York, Albany.

PUB DATE- Nov 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Dropout Prevention; Dropout Programs; Dropout Rate; *Dropouts; *High Risk Students; High Schools; Limited English Speaking; Minority Groups; Potential Dropouts; Withdrawal (Education)
IDENTIFIERS- *New York

The New York state educational system must change to reduce the devastatingly high dropout rate among Hispanic, Black and American Indian students. A dropout is defined as a student who has been dropped from a school's enrollment and who has not graduated from 12th grade nor been transferred to another school. Research into the causes of dropping out reveal that being held back one or more grades is the best dropout predictor. Students leave school before graduation for the following reasons: (1) personal, cultural, and linguistic dehumanization; (2) academic humiliation; (3) institutionalized discharge; (4) discriminatory high school admissions policies and practices; (5) lack of appropriate instruction for language minority students; (6) family conditions; and (7) work and economic factors. Dropping out has serious social and economic effects, including lost income, poverty, drug abuse, early pregnancy, poor health practices, and increased need for social services. Dropout prevention efforts in New York State are discussed and dismissed as ineffective. Recommendations for long-term systemic changes are made. Issues for further study are listed. (PS)

ED 297 048 UD 026 266

Oxford-Carpenter, Rebecca; And Others
Demographic Projections of Non-English-Language-Background and Limited-English-Proficient Persons in the United States to the Year 2000 by State, Age, and Language Group.
National Clearinghouse for Bilingual Education, Rosslyn, VA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
REPORT NO.- ISBN-0-89763-100-5
PUB DATE- 84
NOTE- 138p.
CONTRACT- 400-80-0040
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Asian Americans; Demography; *Educational Planning; Elementary Secondary Education; *Ethnic Groups; Hispanic Americans; *Limited English Speaking; Minority Groups; *Non English Speaking; Population Distribution; Population Growth; *Population Trends; Statistical Studies

This study makes demographic projections of the limited English proficient (LEP) and non English language background (NELB) populations in the United States to the year 2000, based on 1976 figures. Results of NELB projections include the following: (1) the Spanish group is increasing dramatically, but the Asian and non-Spanish/non-Asian groups are also growing; (2) the younger age groups will decline significantly but temporarily; (3) the heaviest concentration of NELBs will remain in California, New York, and Texas; (4) the Spanish are much younger than other groups; and (5) the Spanish are concentrated in California, Texas, and New York, while the Asians are concentrated in California, Hawaii, and New York. Results of the LEP projections include the following: (1) the numbers of LEPs declined slightly during the 1980s, but will either increase or return to their previous levels by 2000; (2) the 5- to 9-year-old group is increasing more than the 10- to 14-year-old group; (3) California and Texas will show overall gains in the number of LEPs, while New York remains the same; (4) the numbers of younger Spanish and Asians are increasing; and (5) the Spanish are concentrated in California, Texas, and New York. Educational implications include the following: (1) Spanish LEPs will become an increasingly important factor in educational planning; (2) the sheer numbers of the Spanish should not mask the needs of smaller groups; and (3) geographic concentration will influence the allocation of funds. Extensive tables, charts, and graphs of statistical data and a six-page bibliography are included. (FMW)

ED 296 865 SE 048 271

Kerri, Kenneth D.; And Others
Water Distribution System Operation and Maintenance. A Field Study Training Program. Second Edition.
California State Univ., Sacramento. School of Engineering.
SPONS. AGENCY- California State Dept. of Health Services, Sacramento. Sanitary Engineering Branch.; Environmental Protection Agency, Washington, DC. Office of Drinking Water.
PUB DATE- 87
NOTE- 532p.; Contains photographs that may not reproduce well.
GRANT- T-901361-01-0
AVAILABLE FROM- Kenneth D. Kerri, Office of Water Programs, CSU, Sacramento, 6000 J Street, Sacramento, CA 95819-2694.
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires,

Evaluation Instruments (160)
DESCRIPTORS- *Course Content; Course Descriptions; *Environmental Education; Environmental Standards; Field Studies; Glossaries; *Home Study; Independent Study; Skill Development; Technical Education; Training Methods; *Utilities; *Vocational Education; Water Quality; *Water Resources
IDENTIFIERS- California; *Water Distribution

Proper installation, inspection, operation, maintenance, repair and management of water distribution systems have a significant impact on the operation and maintenance cost and effectiveness of the systems. The objective of this manual is to provide water distribution system operators with the knowledge and skills required to operate and maintain water systems effectively. This manual was developed to serve as a home-study or self-paced instructional course. The document contains information on: (1) what water distribution operators do; (2) procedures for operating and maintaining clear wells and storage tanks; (3) characteristics of distribution system facilities; (4) how to operate and maintain distribution facilities; (5) how to maintain water quality in distribution systems; (6) disinfection of new and repaired facilities as well as water delivered to consumers; and (7) techniques for recognizing hazards and developing safe procedures and safety programs. The appendices include a trial final examination (with answers), tips on solving water distribution system arithmetic problemS, water abbreviations, a glossary of water words, and subject index. (TW)

ED 296 880 SE 049 406

Science Technology and the Constitution. Background Paper.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-BP-CIT-43
PUB DATE- Sep 87
NOTE- 35p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- College Science; *Governance; Governmental Structure; *Government Role; Higher Education; Quality of Life; *Science and Society; Science Education; Scientific Literacy; Scientific Principles; *Technological Advancement; *Technological Literacy; *Technology; Technology Transfer

Many believe that throughout history, science and technology have been major factors in shaping American society and the way of life. By changing the ways in which one interacts with another, science and technology may affect the way one defines the general welfare, the way in which one views the realm of government, and the nature of the rights one exercises as an American citizen. Several areas of technology are experiencing rapid development and promise to have profound effects. The centrality of science and technology to American society argues that Congress and the courts will be asked to reexamine constitutional principles in the context of scientific knowledge and technical capabilities. This paper reviews the principles of the United States Constitution and highlights some of the ways advanced technology will test the basic premises of American government. Discussed are the following topics: (1) "The Centrality of Information"; (2) "The Principles of Constitutional Governance"; and (3) "The Bill of Rights and Civil War Amendments." Also included are questions which are addressed, subtopics, conclusions, and acknowledgements. (RT)

ED 296 895 SE 049 434

Desper, Douglas B.
Mathematics Anxiety: Causes and Correlates, Treatments, and Prevention.
PUB DATE- 88
NOTE- 50p.; Master's Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- College Mathematics; Educational Research; Elementary School Mathematics; Elementary Secondary Education; *Mathematics Achievement; *Mathematics Anxiety; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Remedial Mathematics; Secondary School Mathematics; *Sex Differences
IDENTIFIERS- Mathematics Education Research

This study involved a literature review aimed at identifying: some of the significant causes and correlates of mathematics anxiety, significant treatments of mathematics anxiety, and significant methods of prevention of mathematics anxiety. The annotated bibliography is structured under these three headings. Three categories of correlates of math anxiety are identified: mathematics achievement, mathematics attitude, and sex differences. The treatments of math anxiety were generally grouped into the use of anxiety reduction techniques or the remediation of math skills. It was determined that prevention of math anxiety begins with teachers, and that teaching strategies that build positive and realistic self-concepts can prevent the development of math anxiety. (PK)

ED 297 005 TM 011 943

Rachal, Janella; Ponthieux, Janie

A National Study of High School Graduation Requirements and Multiple Curricula Offerings in the Secondary Schools across the United States.

Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.

PUB DATE- Apr 88
NOTE- 66p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Core Curriculum; Credits; *Graduation Requirements; *High Schools; Honors Curriculum; *National Surveys; *Secondary School Curriculum

At the request of the Multiple Curriculum Committee of the Louisiana State Board of Elementary and Secondary Education, the current status of high school graduation requirements and related curricula offerings nationwide was studied. Reviews of current educational literature and working papers of the committee and telephone interviews with State Department of Education personnel were conducted. The resulting data were aggregated in response to three research questions, which addressed the following issues: (1) the nature and extent of high school graduation requirements currently in place across the country; (2) the characteristics of the various curricula currently being offered in the nation's schools; and (3) secondary education curriculum models emerging for consideration by educational policymakers in Louisiana. Specific areas of investigation included graduation testing, credit and component requirements, content area credit requirements, core curricula, multiple curricula, diploma options, and honors curricula. (TJH)

ED 296 926 SO 019 146

Pratt, Robert; O'Bannon, Joan

Elementary Economics: A Guide to Concepts, Activities, and Resources. Grades 4 to 6.

Oregon Council on Economic Education, Portland.
SPONS. AGENCY- Lorene Sails Higgins Charitable Trust, Portland, OR.
PUB DATE- 87
NOTE- 141p.; For related document, see SO 019 145. Portions of the document are printed on colored paper.
AVAILABLE FROM- Oregon Council on Economic Education, Portland State University, P.O. Box 751, Portland, OR 97207 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Curriculum Guides; *Economics; *Economics Education; *Elementary School Curriculum; Grade 4; Grade 5; Grade 6; Instructional Materials; *Intermediate Grades; Learning Activities; Resource Materials; Resource Units; *Social Studies; Units of Study

Designed to help upper elementary education teachers develop economics lessons as part of the social studies program, this curriculum guide introduces fourth, fifth, and sixth grade students to the study of: (1) economic institutions; (2) scarcity; (3) choice and decisionmaking; (4) specialization and exchange; and (5) economic systems. A curriculum guide is included for each grade level, and specific study units are provided that feature: (1) a generalization statement; (2) objectives; (3) strategies; (4) experience; (5) analysis; (6) other learning activities; and (7) an evaluation section. Some units contain an appendix of student-related activity materials, and resource lists are included for each grade level. (JHP)

ED 296 941 SO 019 265

Nelson, Murry R.
Merl R. Eppse and Studies of Blacks in American History Textbooks.
PUB DATE- 9 Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- *Black History; *Curriculum Development; *History Instruction; Instructional Materials; Multicultural Textbooks; Secondary Education; Social Studies; *Textbook Content; *United States History
IDENTIFIERS- *Eppse (Merl R)

In a time of heightened concern for useful integrated studies in U.S. history, Merl Eppse's work is at the forefront of quality material. Unfortunately it has been largely ignored. Merl Eppse was one of the first educators to write a U.S. history textbook that presented the history of U.S. blacks in an integrated manner. He was the head of the Department of History and Political Science at Tennessee A & I State University in Nashville (TN). He wrote three published books about U.S. history with an emphasis on blacks. Eppse's first book, "A Guide to the Study of the Negro in American History," (1937) was designed to accompany Eppse's forthcoming history text, "The Negro, Too, in American History," (1938). In 1939, Eppse co-authored "An Elementary History of America with Contributions of the Negro Race," with A. P. Foster. One reason that Eppse's work could have remained unknown is that the books were published during World War II when the war effort was so all encompassing that many outstanding works were ignored. The second reason is that the topic was ahead of its time. Despite concern for proper inclusion of minorities in U.S. history textbooks, this exclusion still occurs. Eppse's work is so well integrated that it can easily serve as a model for U.S. history textbooks for today's schools. (SM)

ED 296 971 SP 030 358

Kremer-Hayon, Lya

Reflection and Professional Knowledge--A Conceptual Framework.

PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Mapping; Cognitive Style; Foreign Countries; Higher Education; *Knowledge Level; *Metacognition; Professional Development; *Self Evaluation (Individuals); Teacher Education Programs
IDENTIFIERS- *Reflective Teaching

The recent interest in reflective teaching has resulted in a number of studies in which reflective teaching is proposed as an important aim to be achieved through teacher education programs. Programs for the development of reflective teaching have been proposed, however, attempts at clarifying the meaning of reflective teaching have been scarce. This study proposes an eclectic frame of reference of reflective teaching based upon an analysis of reflection, of professional knowledge, and on the juxtaposition of these two concepts. This juxtaposition generates a mapping sentence that consists of several facets and elements and thus provides the proposed eclectic frame of reference. Theoretically, this mapping sentence may serve as a source for the derivation of research hypotheses, practically it is apt to guide practitioners in teacher education. (Author)

ED 296 989　　　　　　　　SP 030 425

The 1990 Health Objectives for the Nation: A Midcourse Review.
Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- Nov 86
NOTE- 247p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Birth; Drug Abuse; Health Education; *Health Needs; Immunization Programs; Nutrition; Pregnancy; *Preventive Medicine; *Public Health; *Safety; *Social Problems
IDENTIFIERS- *Health Promotion

With the release of "Healthy People: The Surgeon General's Report on Health Promotion and Disease Prevention" in 1979, the Public Health Service launched a decade-long initiative to reduce preventable death and disease in all age groups in the population by 1990. The 226 health objectives, issued in 1980, addressed measures to improve health status and reduce risks to health across 15 areas of mortality, morbidity, preventive interventions, and health-related behaviors. This report provides a status report on each of the 226 objectives, a commentary on that status, and a brief assessment of what will be needed to reach the 1990 target successfully. The report is in three sections: preventive services, health protection, and health promotion. (JD)

ED 297 061 UD 026 291

Clement, Dorothy C.; And Others
School Desegregation and Educational Inequality: Trends in the Literature 1960-1975.
North Carolina Univ., Chapel Hill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 31 May 76
NOTE- 182p.

CONTRACT- 400-76-008
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Desegregation; De Facto Segregation; De Jure Segregation; *Desegregation Effects; *Desegregation Litigation; *Desegregation Methods; Educational Opportunities; Elementary Secondary Education; *Equal Education; Faculty Integration; *Literature Reviews; *School Desegregation; Urban Education; Urban Problems

The process of school desegregation has been taking place in an evolving context forged at each stage from the interaction of parties having different visions, desires, and interests. From a review of the literature on school desegregation from 1960 to 1975, it is possible to trace significant alterations in perspectives on desegregation and their resulting conceptual manifestations. The de facto-de jure distinction, for example, utilized heavily in the 1960s to calm urban fears, has undergone a shift: the domain of de jure has been greatly expanded. Battles over token desegregation have been replaced by struggles over metropolitan desegregation, and equality of educational opportunity has undergone a number of reconceptualizations. This report is divided into the following sections: (1) Introduction; (2) Frameworks: General Perspectives on School Desegregation; (3) Litigation, Legislation, and Enforcement; (4) Extent and Causes of Educational Inequality; (5) Remedial Efforts and Counter Forces in Implementation; and (6) Research on Outcomes of Desegregation. A list of over 350 references is included; following each reference is a number indicating the sub-section(s) in which the reference is discussed. (BJV)

ED 297 075 UD 026 306

Kozol, Jonathan
What the Candidates Have Not Been Saying.
Education Writers Association, Washington, DC.; Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 88
NOTE- 19p.; Paper presented at the National Seminar of the Education Writers Association (New Orleans, LA, April 16, 1988).
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036 (first copy free, $3.50 for additional copies, 3 copies for $10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compensatory Education; *Economically Disadvantaged; *Educational Finance; Elementary Secondary Education; *Equal Education; Federal Aid; Federal Programs; *Government Role; *Politics of Education; Private Financial Support; Property Taxes; School Business Relationship; School District Autonomy; School Taxes; State Aid; States Powers
IDENTIFIERS- *Direct Grant System; Education Consolidation Improvement Act Chapter 1

Jonathan Kozol challenges politicians of both parties to confront the economic and political issues that deprive the poor of equal education. Criticisms of current policies include the following: (1) dependence on property taxes penalizes the poor; (2) local control protects privilege and oppresses minorities; (3) education has been removed from the area of social justice and made dependent on private charity; and (4) students and schools are blamed for their own failure. Solutions are the following: (1) direct funding for the deprived; (2) massive compensatory education programs; (3) a realistic minimum wage; (4) emphasis on rewards, not blame; (5) end dependence on local property taxes; and (6) federal guarantee of equal distribution of funding. U.S. Representative William Goodling's (Rep.-PA) response includes the following: (1) local control assures accountability of decision making; (2) the Federal Government's role is to ensure equal education for special populations, and to disseminate information; (3) distribution of state spending is dependent on each state's needs; (4) private business should be even more involved in education; and (5) Congress has reauthorized all federal elementary and secondary education programs. The response of former Texas Governor Mark White, a Democrat, includes the following: (1) attention must be given to how funding is spent on the local level; (2) Congress has been handicapped by the Reagan Administration's lack of cooperation; and (3) Kozol's proposal for direct funding for the disadvantaged should be supported. (FMW)

ED 296 911 SE 049 450

Cumulative Index: The Mathematics Teacher, 1976-1985. Volumes 69-78.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-262-7
PUB DATE- 88
NOTE- 61p.; For the cumulative index to the Arithmetic Teacher, 1954-1973 see ED 111 636.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($10.00; contact for discount pricing information).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Mathematics; Higher Education; *Mathematics Education; Periodicals; *Reference Materials; *Scholarly Journals; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- *Mathematics Teacher (Journal)

This is a resource book that indexes all articles published in "The Mathematics Teacher" from 1976-1985 (Volumes 69-78). Entries are indexed alphabetically by author and subject. "The Mathematics Teacher" is a journal devoted to the improvement of mathematics instruction in the junior high schools, high schools, and colleges. The main emphasis of these articles is on practical ways of helping teachers teach more effectively. This journal is published nine times per year (September-May). (CW)

ED 296 954　　　　　　　　　　SP 030 174

Zimpher, Nancy L.

National Survey of Students in Teacher Education Programs, 1987: Preliminary Findings. AACTE Research about Teacher Education Project.

PUB DATE- 1 Apr 88

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Career Choice; Degrees (Academic); *Education Majors; Higher Education; *Program Attitudes; *Student Characteristics; *Teacher Education Programs

A preliminary report is given of a survey of students in teacher education programs. The surveyed students (N=729) were drawn from three strata; baccalaureate degree only; baccalaureate, masters, and 6-year; and baccaluareate, masters, 6-year, and doctorate. The demographic characteristics of students from the three strata are compared. Information is also reported on findings on their career choice and their education program activities. To synthesize the data from the survey, five brief profiles are drawn of the students in the areas of: (1) common demography; (2) traditional studenting; (3) limited horizons; (4) altruism; and (5) cultural insularity. (JD)

ED 297 021 TM 011 989

Kieren, Dianne K.; Munro, Brenda
The Observational Recording Dilemma.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 85
NOTE- 26p.; For related documents, see TM 011 987-988.
GRANT- 410-84-0256
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Decision Making; *Family Life; Family Problems; *Interrater Reliability; *Observation; Problem Solving; *Research Methodology; Videotape Recordings
IDENTIFIERS- Coding; *Observation Techniques; *Transcription Method

Decision making about an observational recording system for family interaction research is crucial. Alternative coding-recording methods and combinations thereof are discussed, including: (1) paper-and-pencil on-site method; (2) video-tapes; (3) paper-and-pencil and mechanical coding devices; (4) transcripts; and (5) transcripts combined with video-tapes. Data from a family problem solving study illustrate the type of questions that must be answered to arrive at a decision for a research study. Time requirements, number of units coded, interrater reliabilities for transcript methods, and data profile comparisons are reported. The on-site method was the least costly, but revealed the most discrepant data profile compared with the other methods. Transcript methods were most costly, but also provided higher levels of precision in detailing family interactions. Video alone appeared to offer the best choice for coding-recording considering cost, comprehensiveness, and accuracy. Further testing of such methods is suggested to assist researchers in making decisions about coding-recording methods. Five tables are included. (TJH)

ED 297 036 UD 025 975

George, Rosemary

Youth Policies and Programs in Selected Countries.

William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- Aug 87
NOTE- 48p.
AVAILABLE FROM- William T. Grant Foundation Commission on Youth and America's Future, Suite 301, 1001 Connecticut Ave., NW, Washington, DC 20036-5541 (single copies free; multiple copies $5.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Employment Opportunities; Foreign Countries; *Government School Relationship; *International Studies; Postsecondary Education; *Public Policy; School Administration; School Business Relationship; Student Financial Aid; Vocational Education; *Young Adults; *Youth Employment; Youth Opportunities; *Youth Programs
IDENTIFIERS- Australia; Canada; England; Finland; France; Hungary; Ireland; Japan; Norway; Sweden; United States; West Germany

Youth unemployment is hardly new, but in the 1980s it poses unprecedented problems because economic growth no longer seems to provide the necessary jobs. Youth labor markets are being stripped of entry-level jobs by new technologies, changes in the global division of labor, and the upgrading of occupational structures. This paper describes government policies and practices on youth in selected countries that have a bearing on the transition from youth to adulthood. Data were gathered in extensive interviews with embassy officials and through analysis of documents provided by them, national education authorities, and the Organization for Economic Cooperation and Development (OECD). The countries surveyed were: Australia; Britain; Canada; Finland; France; Federal Republic of Germany; Hungary; Ireland; Japan; Norway; and Sweden. Findings are presented in the following areas: (1) Demography of Youth; (2) National Policies; (3) Administrative Structures; (4) Education and Training; (5) Socioeconomic and Gender Inequalities; (6) Guidance, Counseling, and Placement; (7) Financial Support; (8) National Service; and (9) Youth Organizations. Data are presented on five tables and three appendices. (BJV)

ED 297 049 UD 026 267

Saenz, Rogelio; And Others
Minority Groups in Iowa.
Iowa State Univ. of Science and Technology, Ames. Cooperative Extension Service.
PUB DATE- Jan 87
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; American Indians; Asian Americans; Birth Rate; Blacks; Educational Attainment; Employment Patterns; *Family (Sociological Unit); Hispanic Americans; Income; Labor Force; Marital Status; Migration Patterns; *Minority Groups; *Population Trends; Poverty; Race; *Racial Differences; Rural Urban Differences; Sex Differences; Social Characteristics; Socioeconomic Status; Whites
IDENTIFIERS- *Iowa; Pacific Islanders

This report, culling data from Census Bureau reports from 1850 to 1980 provides information in the following three categories: (1) Minority Groups in Iowa: The Situation in 1980; (2) Changes from 1970 to 1980 for Black and White Iowans; and (3) Changes from 1900 to 1980 for Black and White Iowans. Among the highlights for the Iowa population in 1980 are the following: (1) Iowa has much smaller proportions of minority groups than does the nation as a whole; (2) social characteristics varied among minority and majority groups; (3) Whites were generally older than minorities; (4) among males and females over 15, larger numbers were married than were in any other marital status, except among Blacks; (5) the fertility rate was lowest for Asians, Pacific Islanders and Whites; (6) Whites generally enjoyed higher socioeconomic status than did the other groups; (7) participation in the labor force did not vary much among minority and majority groups; (8) the median income for American Indians was about two-thirds that of Whites; and (9) more than one-quarter of all American Indians, Asians, Pacific Islanders, and Blacks were in poverty. Evaluation of the characteristics of Black and White Iowans from 1970 to 1980 revealed the following: (1) the Black population increased at a faster rate than the White population; (2) while the proportion of the population 65 or older increased for Whites, it decreased for Blacks; (4) women increased their participation in the labor force, while males deceased theirs; and (5) the median family income increased for Whites faster than it did for Blacks. Minimal data were available on Black Iowans before 1960. Data are presented in 32 tables and 38 figures. (BJV)

ED 296 881 SE 049 407

Lutz, Julie H.; Orlich, Donald C.

Astronomy Lectures and Laboratories. A Model to Improve Preservice Elementary Science Teacher Development. Volume I.

Washington State Univ., Pullman.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 15 Jun 88
NOTE- 251p.; Some drawings may not reproduce well. For other volumes in this series, see SE 049 408-412.
GRANT- TEI-8470609
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Astronomy; *College Science; *Course Content; Course Descriptions; Curriculum Development; Elementary Education; Elementary School Science; Experiential Learning; Higher Education; *Preservice Teacher Education; Science Education; *Science Experiments; Science Teachers; Science Tests; *Teacher Education Curriculum; Teaching Methods

A group of scientists and science educators at Washington State University has developed and pilot tested an integrated physical science program designed for preservice elementary school teachers. This document includes the syllabus and class materials for the Astronomy block of the physical science courses developed by the group. Included are diagrams, lecture notes, laboratory exercises and evaluation materials to be used with the course. Topics include: (1) the night sky; (2) the sun and time; (3) seasons; (4) the moon; (5) eclipses; (6) planetary motion; (7)Greek astronomy; (8) the revolution in astronomy: Copernieus to Galileo; (9) light; (10) radiation; (11) astronomy tools; (12) space astronomy; (13) the planets; (14) comets, meteors, and asteroids; (15) stars; (16) galaxies; and (17) the universe. (CW)

ED 296 896 SE 049 435

Regents Physics Syllabus: A Syllabus for Secondary Schools. Revised .

New York State Education Dept., Albany. Bureau of Curriculum Development.

PUB DATE- 88
NOTE- 118p.; Supersedes ED 055 885.
AVAILABLE FROM- Publications Distribution Unit, New York State Education Department, Room 171, Education Building Annex, Albany, NY 12234.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; *Course Descriptions; High Schools; Instructional Materials; Laboratory Procedures; *Physics; Science Activities; Science Curriculum; Science Education; *Secondary School Science; State Curriculum Guides; *State Programs
IDENTIFIERS- *New York

This syllabus outlines a course of study for high school students in the New York State Regents Physics program. It is a major revision of the 1967 edition. It identifies skills students should master, encourages the development of positive science attitudes and emphasizes problem solving. The five core areas represent the basics for all students, while the six optional topics provide teachers with the flexibility to teach those areas of greatest student interest. The core units include mechanics, energy, electricity and magnetism, wave phenomena, and modern physics. Optional areas include motion in a plane, internal energy, electromagnetic applications, geometric optics, solid state physics, and nuclear physics. Each unit is organized under three major headings: course understandings, understandings, concepts; discrepancies, practical applications, activities; and supplementary information. Appendices include: (1) examples of questions, skills and products in a problem solving model; (2) a skills outline with definitions and examples; (3)) definitions of desirable student attitudes; (4) a list of free response questions; (5) instructions on measurement and mathematics; and (6) guidelines on students with handicapping conditions. Aims of the course, applications, sequencing and scheduling, prerequisites, systems of units, significant figures and precision, the Regents Physics Examination, laboratory and safety suggestions are also discussed. (CW)

ED 296 990 SP 030 426

Kuhs, Therese M.; Cook, Nancy R.

The Teacher Cadet Program in Progress. A Study of the 1987-88 Implementation.

South Carolina Univ., Columbia. South Carolina Educational Policy Center.

PUB DATE- Jun 88
NOTE- 60p.; For related document, see SP 030 427.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College School Cooperation; *Curriculum Evaluation; High Schools; High School Students; *Program Effectiveness; *Program Evaluation; *Program Implementation; Secondary Education; Student Characteristics; *Student Recruitment; *Teacher Education Programs; Teacher Selection

IDENTIFIERS- South Carolina; *Teacher Cadet Program

The South Carolina Teacher Cadet Program (TCP) was developed to recruit high school students with strong academic records into the field of teaching. The program enrolls such students in a senior honors class to learn more about teaching, learning, schools, and the field of education. The program is established in 54 sites in the state and invites the cooperation of "partner" colleges, which, in some cases, offer college credits for participating students. This document reports the results of surveys assessing the program's effectiveness that were sent to all TCP teachers, to the principals of schools where TCP is offered, and to representatives of the partner colleges and universities. The surveys investigated the selection of TCP teachers, recruitment of students, involvement of partner colleges, and local perceptions of the value of both the TCP curriculum guide and the cadet program itself. (JD)

ED 297 006   TM 011 952

Ingels, Steven J.; And Others

Symposium on the National Education Longitudinal Study of 1988 (NELS:88) and the NELS:88 Field Test (New Orleans, Louisiana, April 5-9, 1988).

PUB DATE- Mar 88
NOTE- 109p.; For the two papers by R. P. Russo, see ED 293 893 and ED 295 985.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Field Tests; Grade 8; Junior High Schools; *Junior High School Students; *Longitudinal Studies; *National Surveys; *Outcomes of Education; Parent Student Relationship; Research Methodology; School Surveys; Student Attitudes; Teacher Attitudes; Test Construction; Test Validity; Trend Analysis
IDENTIFIERS- *National Education Longitudinal Study 1988; Parent Surveys; Student Surveys; Teacher Surveys

The National Education Longitudinal Study of 1988 (NELS:88) is a major new panel study of educational outcomes sponsored by the Center for Education Statistics of the United States Department of Education. The NELS:88 is designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. Initially focusing on eighth graders, the cohort will be reassessed at two-year intervals. Six papers delivered during this symposium include: (1) "The National Education Longitudinal Study of 1988: NELS:88, Its Design and Objectives" (S. J. Ingels); (2) "The National Education Longitudinal Study of 1988 School Survey" (R. P. Russo); (3) "The National Education Longitudinal Study of 1988 Teacher Survey" (R. P. Russo); (4) "The Design and Validation of the NELS Test Battery" (D. A. Rock and J. M. Pollack); (5) "Methodological Experiments of the NELS:88 Field Test Student Survey" (S. R. Lucas); and (6) "Methodological Experiments of the NELS:88 Field Test Parent Survey" (B. B. Simon). (TJH)

ED 296 866 SE 048 272

Kerri, Kenneth D.; And Others

Small Water System Operations and Maintenance. A Field Study Training Program. Second Edition.

California State Univ., Sacramento. School of Engineering.
SPONS. AGENCY- California State Dept. of Health Services, Sacramento. Sanitary Engineering Branch.; Environmental Protection Agency, Washington, DC. Office of Drinking Water.
PUB DATE- 87
NOTE- 565p.
GRANT- T-901361-01-0
AVAILABLE FROM- Kenneth D. Kerri, Office of Water Programs, CSU, Sacramento, 6000 J Street, Sacramento, CA 95819-2694.
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Content; Course Descriptions; *Environmental Education; Environmental Standards; Field Studies; Glossaries; *Home Study; Independent Study; Technical Education; Training Methods; *Utilities; *Vocational Education; Water Quality; *Water Resources; *Water Treatment
IDENTIFIERS- California; *Water Treatment Plants

Proper installation, inspection, operation, maintenance, repair and management of small water systems have a significant impact on the operation and maintenance cost and effectiveness of the systems. The objective of this manual is to provide small water system operators with the knowledge and skills required to operate and maintain these systems effectively. This manual contains information on: (1) what small water system operators do; (2) sources and uses of water; (3) how to operate and maintain wells and pumps; (4) the operation and maintenance of small water treatment plants; (5) the disinfection of new and repaired facilities as well as water delivered to consumers; (6) techniques for recognizing hazards and developing safe procedures and safety programs; (7) laboratory procedures for analyzing samples of water; and (8) procedures to develop a reasonable rate structure. The document was developed to serve as a home-study or self-paced instructional course. The appendices include a trial final examination (with answers), tips on solving small water system arithmetic problems, water abbreviations, a glossary of water words, and a subject index. (TW)

ED 296 927 SO 019 154

Hoepli, Nancy L., Ed.; And Others
Foreign Policy Choices for Americans: A Nonpartisan Guide for Voters.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-090-4
PUB DATE- 84
NOTE- 167p.
AVAILABLE FROM- Foreign Policy Association, Inc., 205 Lexington Ave., New York, NY 10016 ($5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Citizen Participation; Citizenship Responsibility; Diplomatic History; *Foreign Policy; Instructional Materials; International Relations; *International Studies; National Security; Nuclear Warfare; *Political Issues; United States History; *World Affairs; *World Problems

Eighteen foreign policy topics are presented in this book to provide voters, officeholders, candidates, students, and teachers with background information, facts, and U.S. foreign policies. A fact list, historical background information, current administration policy, and policy alternatives are described for most of these topics. Part 1 discusses leadership in terms of the U.S. presidency, Congress, and foreign policy. Part 2 examines national security in relation to: (1) the arms race and control; (2) the defense budget and major weapons systems; and (3) nuclear proliferation. Economic and social issues are described in part 3 in terms of: (1) jobs and international trade; (2) oil and energy; (3) the international debt crisis; and (4) immigration and refugees. Part 4 considers critical world regions, including the USSR, the Atlantic Alliance, Lebanon and Israel, Iran and Iraq, Central America, Japan, China and Taiwan, South Africa and Namibia, and developing nations. Part 5 examines the relationship of the United States to the United Nations. Maps, pictures, and charts are included, and a selected bibliography is provided for each topic. (JHP)

ED 296 972 SP 030 359

Harrington, Helen L.
Reform in Teacher Education: Process to Product.

PUB DATE- Apr 88
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Change Strategies; Decision Making; *Educational Change; Higher Education; *Institutional Characteristics; Institutional Evaluation; *Organizational Change; Organizational Objectives; *Policy Formation; Program Implementation; *Teacher Education Programs

Recommendations of a task force, directed to study ways to upgrade teacher preparation programs to make the course of study more rigorous and effective, became mandatory for constituent institutions once they were adopted by the Board of Governors and the General Assembly of a southeastern state. This provided an opportunity to study the process of change in higher education and teacher education in particular. Seventeen specific recommendations were set forth. This study examined the response of one institution of higher education to these recommendations for change in the preparation of teachers. The change process included the formulation of policy, its adoption, implementation and institutionalization. The study focused on the formulation of policy as an aspect of organizational change and three questions are discussed: (1) how policy is formulated in higher education; (2) how the complex forces (subsystems) within the organization and external to the organization interact with the policy formulation process; and (3) how characteristics of higher education influence the process, if at all. (JD)

ED 297 022 TM 011 990

Baxter Magolda, Marcia B.

The Impact of the Freshman Year on Epistemological Development: Gender Differences.

PUB DATE- 8 Apr 88
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *College Freshmen; College Students; Environmental Influences; *Epistemology; Higher Education; *Learning Experience; Longitudinal Studies; *Outcomes of Education; *Sex Differences; Student Attitudes; *Student Development
IDENTIFIERS- Learning Environment

Epistemological development is one of the expected outcomes of higher education. A longitudinal study of the epistemological development of 77 students upon entrance into college and again at the beginning of their sophomore year revealed that both males and females increased their intellectual complexity. Interviews were conducted during the fourth through ninth weeks of the fall semester of the subjects' freshman and sophomore years. Males demonstrated more growth than did females. An analysis of students' perceptions of their learning environments obtained from interviews revealed subtle differences in the environments experienced by men and women. Individual learning styles changed during the freshman year, but did not appear to impact epistemological growth differently for men and women. The challenges posed by differential environmental impact on male and female epistemological development are outlined, and recommendations are offered for creating equitable learning environments. (Author/TJH)

ED 297 062 UD 026 292

Three Reports on New Directions in School Desegregation Research. Report No. 312.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 81
NOTE- 100p.
GRANT- NIE-G-80-0113
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Access to Education; Blacks; Career Choice; *Desegregation Effects; *Educational Research; Education Work Relationship; *Elementary Secondary Education; Equal Opportunities (Jobs); Literature Reviews; Research Needs; *School Desegregation; *School Effectiveness

The three papers presented in this compilation address a basic issue of school desegregation research: what future directions should such research take in order to provide useful knowledge for parents, educators, and policymakers? Each paper shares the viewpoint that it is narrow and insufficient to study desegregation effects in terms of improvement of minority achievement alone. The first paper, "What Does Educational Research Tell Us About School Desegregation?" (Gail E. Thomas; Frank Brown) provides a critique of past desegregation research and offers a set of alternative research questions and issues to guide future inquiries. The second paper, "The Impact of Desegregation on Going to College and Getting a Good Job" (James M. McPartland; Jomills H. Braddock II) focuses on the need for desegregation research to examine how school desegregation may help overcome structural barriers that exclude minorities from equal opportunities for success as adults. The third paper, "Assessing School Desegregation Effects: New Directions in Research" (Jomills H. Braddock II; James M. McPartland) broadens the theme of the previous paper to include the need to expand research methods in order to permit comparisons of institutions and organizations. Each paper provides an abstract and includes a list of references. (Author/BJV)

ED 296 955 SP 030 239

Thompson, Victor C.
Methodologies to Motivate Students.
PUB DATE- 24 Aug 87
NOTE- 54p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavioral Objectives; Elementary Secondary Education; High Schools; *Incentives; Learning Strategies; Parent Participation; *Positive Reinforcement; Self Esteem; *Student Motivation; Teacher Effectiveness; *Teaching Methods

A review of literature on the subject of student motivation identified five areas which could be used to increase motivation among students: (1) using an incentive program; (2) using "fun" or "unusual" activities to motivate students; (3) goal setting; (4) students motivating other students; and (5) using parents to motivate students to learn. Following a discussion on each of these areas, a description is given of the survey instruments used to collect information from teachers, parents, and students on successful motivating techniques. A compilation and summary is presented on the data from the various surveys and interviews administered for this study. Some conclusions are offered on the value of positive reinforcement as a student motivator. References are included as are copies of the survey questionnaires. (JD)

Abbatt, F. R.
Continuing the Education of Health Workers. A Workshop Manual.
196p. 3mf. L2 ED 296 1

Abbott, John P.
Remote Access to Online Catalogs. SPEC Kit 142.
135p. 2mf. L2 ED 296 7

Adams, Thomas M., II
Overcoming Resistance to the Use of Instructional Computing in Higher Education.
30p. 1mf. L1 ED 296 6

Aiex, Nola Kortner
Communicating within Organizational Cultures. ERIC Digest No. 5, 1988.
3p. 1mf. L1 ED 296 4

Aiken, Mary Jo
Econographs for Graphacons.
30p. 1mf. L1 ED 296 8

Alexander, S. L.
Curious History: The ABA Code of Judicial Ethics Canon 35.
27p. 1mf. L1 ED 296 4

Alfred, Richard L.
Higher Education and the Public Trust: Improving Stature in Colleges and Universities. ASHE-ERIC Higher Education Report No. 6.
160p. 2mf. L1 ED 296 6

Allen, Craig M.
Parasocial Interaction and Local TV News: Perceptions of News Teams and News Personalities in Denver.
29p. 1mf. L1 ED 296 3

Allen, Thomas R., Jr.
Proposed Recruitment Techniques of Students for Business and Marketing Teacher-Education Programs.
33p. 1mf. L1 ED 296 1

Allen, Thomas R., Jr., Comp.
Current Practices in Appraising Employee Performance as Performe by the Business Community.
29p. 1mf. L1 ED 296 1

Desired Student Preparation in the Job Application Process as Perceived by the Business Community.
23p. 1mf. L1 ED 296 1

Anderson, Ariel L. H.
Eight Teachers' Control Orientations and Their Students' Problem-Solving Ability. Research Series No. 188.
31p. 1mf. L1 ED 296 8

Anderson, Aubrey L.
Questions about Careers in Oceanography.
23p. 1mf. L2 ED 296 8

Anderson, Donald P.
Partnerships in the Professional Development of Teachers: The Columbus School District, The Columbus Education Association, an The Ohio State University.
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